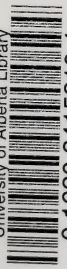


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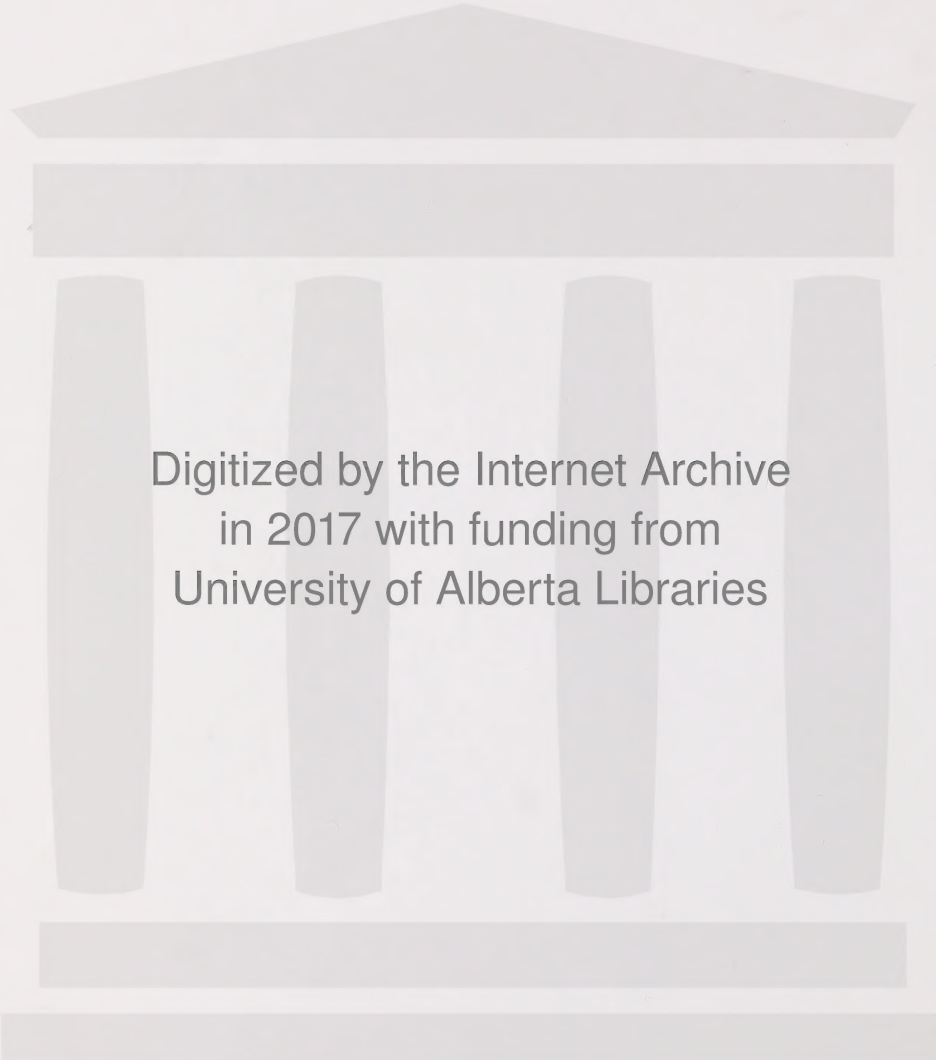
Module 1A: My World

Grade Two

Thematic



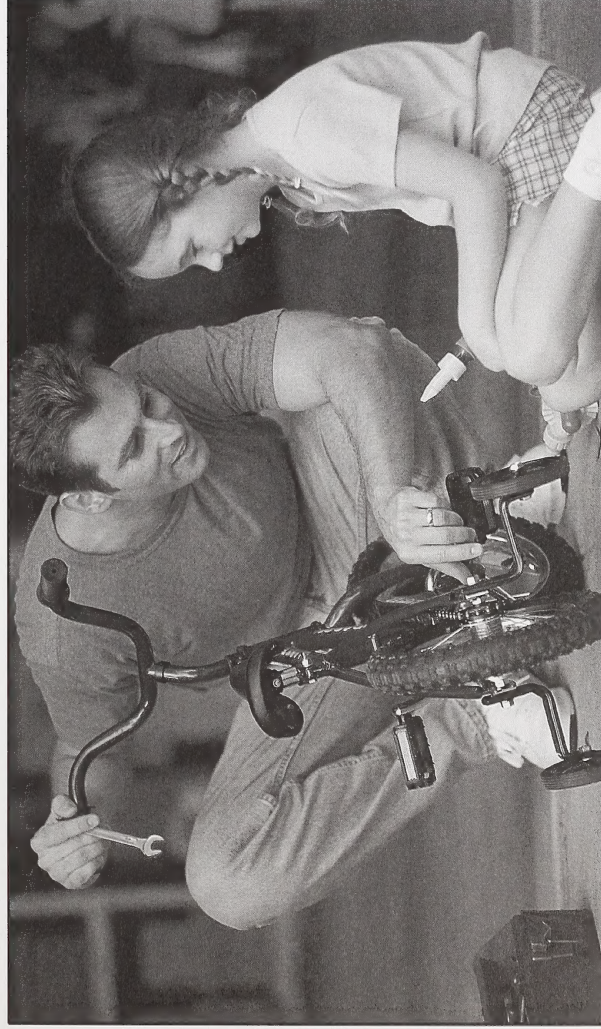
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Grade Two Thematic Module 1A: Day 1 to Day 9

My World



Grade Two Thematic
Module 1A: My World
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2018-5

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

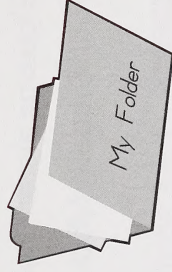
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



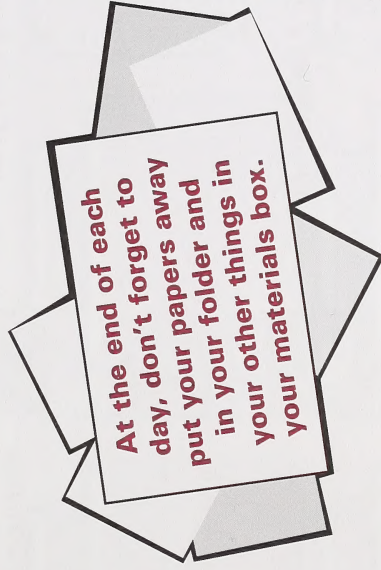
materials bo



You will also need a folder to put all your paper work in.

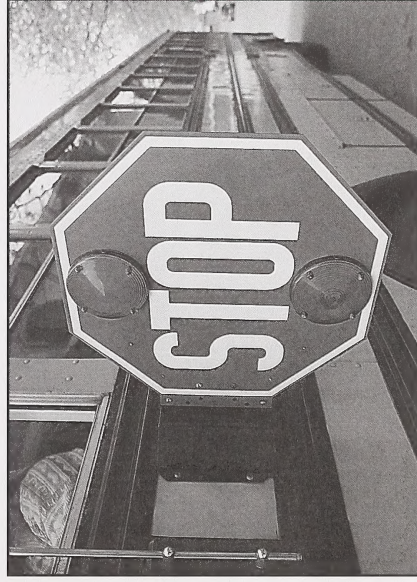


When you get your folder, print **My Folder** on it.



Pictures

What does this sign mean?



When you see a stop sign, you know that you need to stop.

Discuss with your student what the stop sign means.

Go over each of the icons and explain what they mean.

Signs or pictures stand for an idea. You will see the following pictures in your Student Module Booklet. Each tells you to do something.



Take something out or put something into your materials box.



Turn to your Grade Two Mathematics program.



Take something out of or put something into your folder.



Use the Internet.



Turn to your Assignment Booklet.



Turn to your phonics book.

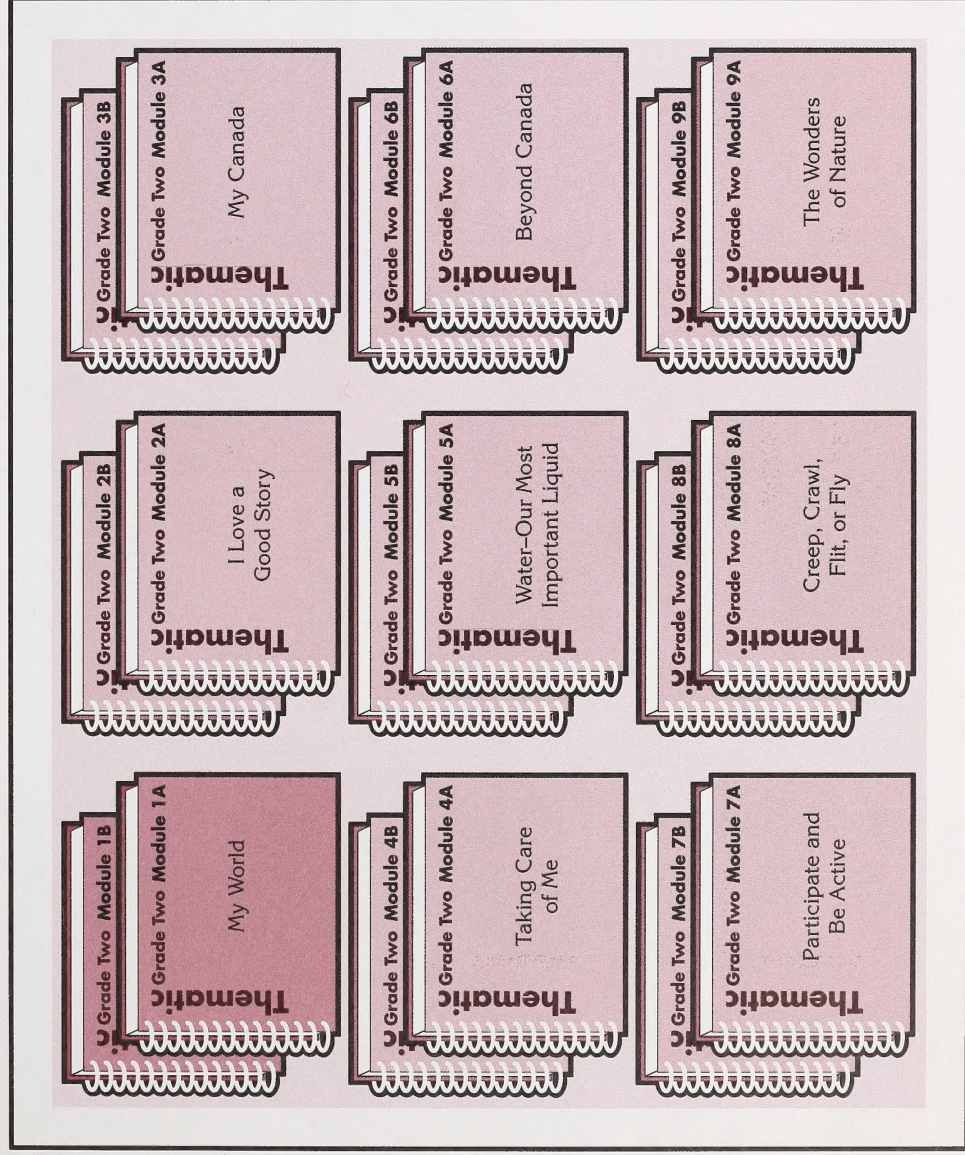


Do an enrichment activity.



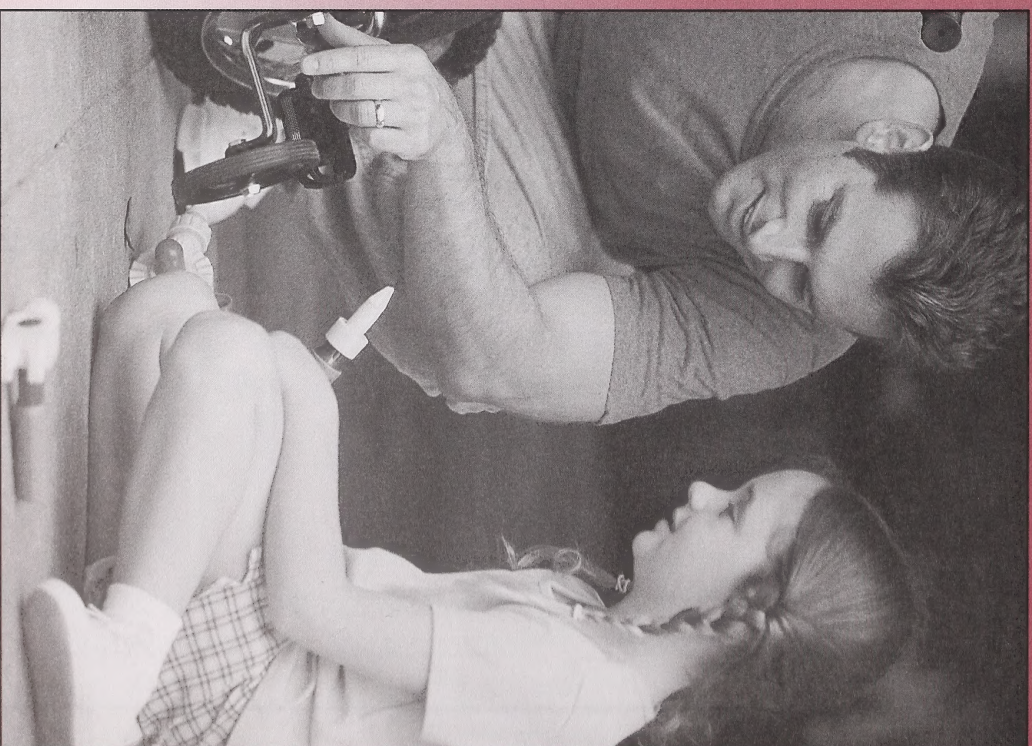
Do a music and movement activity.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

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My World



Examine the photo with the student. Tell the student that these people live, work, and play in a community. Have the student attempt to read the text aloud. Read the text aloud when the student has difficulty.

Where do you get the things you need?
Where do you play?

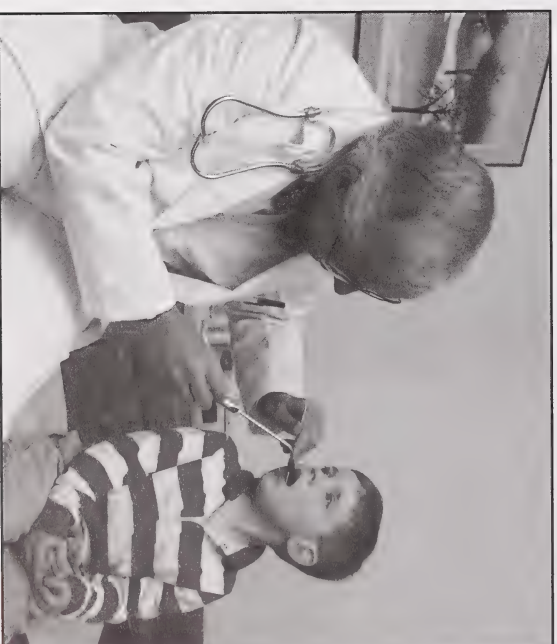
How do you stay safe?

Where do people around you work? What kinds of jobs do they have?

How do adults and children work together in a community to help each other?

In this module, you will learn about the people in your community. You will discover what needs are most important to you and how your community helps you meet these needs. You will learn how working together can help other people meet their needs, too.

Are you ready to begin?



Day 1: Family Members

This is the first day of school! Today you're going to learn interesting new things about families.

You will talk about your family.

You will also read about a little girl's family. Her name is Kate.

Josh and Oliver are two boys. You will listen to a song about their family.

So get ready for a great day!



If the student has difficulty reading any of the text, read it aloud to him or her. As this is the beginning of the school year, you may have to read the text for the first while.

The calendar pages, weather cards, and punctuation cards are found in the Appendix of this Student Module Booklet.

The pocket chart can either be purchased or made from poster paper.

Review with the student the calendar skills from grade one.

Tell the student that every school day he or she will say and record what day it is. He or she will put the cards with the new day and date in the pocket chart on the Calendar Wall.

Assist the student with printing the name of the month on the "calendar page" from the Appendix.

Refer to the Home Instructor's Guide for further information about Calendar Time.



Calendar Time

Do you know what month it is?

Circle  **Yes** or  **No**.

Print the name of the month in the box.

Now print the name of the month on the calendar page.



Have the student recite the days of the week. If necessary, review them with the student while looking at the calendar.

Do you remember the days of the week?

Circle **Yes** or **No**.

Print the days of the week on the following lines:

Show the student a current calendar with the current month. Have the student say how many days there are in the current month and print the answer in the square.

Assist the student in using the current calendar to determine where to begin entering the days on the student calendar.

Discuss the year with the student and assist with the printing if necessary.

If you printed Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday, you were right!

How many days are in this month?

Print the days on your calendar.

Now, do you know what year it is?

Print the year in the rectangle.

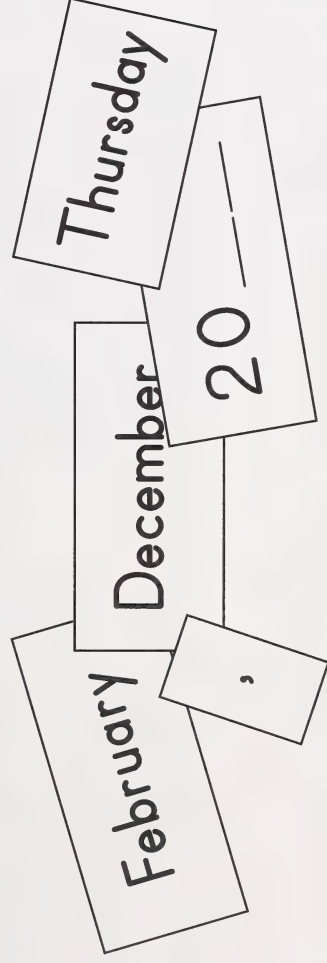


You write the complete date like this.

Today is Tuesday, September 2, 2003.

This is called a **calendar sentence**.

You will now cut out some calendar cards.



Use the calendar cards to make a sentence showing today's date. Put it in the pocket chart or on your Calendar Wall.

Discuss the parts of the *calendar sentence* with the student.

Have the student cut out the calendar cards found in the Appendix.

Have the student place the cards for the current date in the pocket chart or on the Calendar Wall. For example, Today is Tuesday, September 2, 2003.



Have the student point to today's date on the calendar, say the full date, and then print the calendar sentence on the lines.

Have the student answer orally that the calendar is missing a picture. Discuss seasonal activities the calendar picture could show and have the student select one. Discuss some of the things the student can do for the calendar picture, such as paint or colour a picture, cut out and glue pictures from a magazine or catalogue, or glue leaves onto the page.

Have the student proceed to Day 1 of Module 1 to begin the Grade Two Mathematics program.



Print the calendar sentence for today on the lines.

Your calendar is missing something. Do you know what it is? Circle **Yes** or **No**.



Your calendar needs a picture.

Make a picture for your calendar.



Work on Module 1: Day 1

My Family

Tell your home instructor all about your family.

How many people are in your family?

Do you have any brothers or sisters?

How many of your family members live at home with you?

Do you spend special time with one or more of your family members?

Discuss the student's family and how members show caring for one another, such as giving affection, doing helpful things for each other, enjoying activities together, and so on. Use the questions as a guide. Have the student talk about situations where caring is shown.

Discuss the many different ways people show they care.

Even setting rules and using discipline when the rules are broken are ways of showing caring.

Give the student some time to find and select pictures of family members or extended family. If this is not possible, the student can draw and colour the family members. Ensure the student prints the name of each person (father, brother, sister, and so on) below his or her picture. The student should include himself or herself in the picture.



Do you tell or show the people in your family how much you care about them?



How do family members show you they care about you?



Complete Day 1: Assignment 1 in your Assignment Booklet.

Music and Movement



Listen to a song on the *Ideas That Sing!* Volume 1 CD.

You just talked about your family. Listen to the song “This Is My Family.” It’s about Josh and Oliver’s family.

Listen to the song again and try to move to the rhythm of the song.



Locate the song “This Is My Family” from the *Ideas That Sing!* Volume 1 CD. Play it for the student. Listen to the song with the student.

Listen to the song a second time. This time, both you and the student move to the rhythm. Encourage the student to move to his or her own timing (sway or “dance” on the spot). Urge the student to move as you do if he or she is having difficulty.



Reading



Take out the book *In My World*.

Have the student answer all the following questions orally.

Children and an adult are on the cover. They look like students and a teacher. They're probably in a schoolyard.

Discuss the title of the book. The student should be able to tell that the stories and poems are probably about things that happen in a child's life.

Explain the Contents page. Show the student the titles of the stories in the book. Discuss that each title has the page number beside it where the story will be found.



Look at the cover of the book
In My World.



Who is on the cover? Where do you think they are?

Read the title. What do you think the stories and poems in the book are about?

Turn to the Contents page.

What is the title of the first story?

What page is the first story on?

Contents	
A Hundred Million Kisses poem by Nancy Lurie	3
Washing Mugs poem by Liz Swenson	11
My New Basketball story by Grace Siering	13
The Surprise story by Arnold Lobel	17
People Make My Day poem by Grace Siering by Jie Zornell	25
Barbora's Writing report	

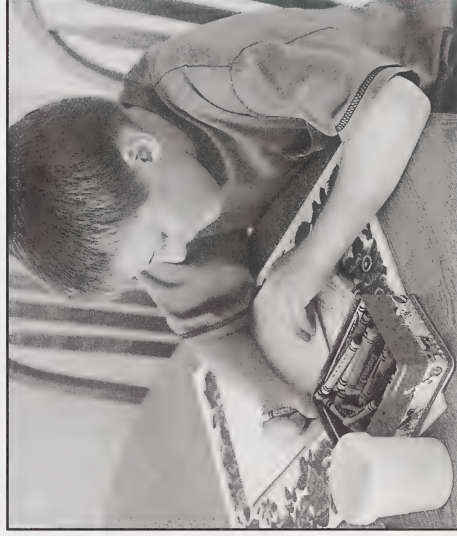
If you answered “A Hundred Million Kisses” is on page 3, you were correct.

Do you know who an author is?

An **author** is a person who writes stories.

Do you know who an illustrator is?

An **illustrator** is someone who draws the pictures for a story or book.



Discuss the words *author* and *illustrator* with the student.

Assist the student to print the answers. Wendy Lewis is the author and Anne Villeneuve is the illustrator.

Who is the author of "A Hundred Million Kisses"? Print your answer on the line.

Who is the illustrator of "A Hundred Million Kisses"? Print your answer on the line.



Print the title of the story.

Look at the picture of the girl. Her name is Kate.

Now that you know the title of the story and you've seen the picture of Kate, what do you think the story may be about?

What do you think might happen in the story?



Read page 3 of "A Hundred Million Kisses" on your own. What is the main idea?



Have the student print the title. Find the "Before Reading" chart in the Appendix. Discuss the prereading strategies listed in the chart with the student. Go over each strategy with the student. Pin the chart on a wall where the student can see it. You will develop the strategies through the following questions.

Have the student answer the questions orally. The story may be about a girl who gets lots of kisses or perhaps gives lots of kisses.

Have the student predict what might happen in the story.

Have the student read the first page on his or her own. Then talk about it. If the student is having difficulty reading the text independently, read along with him or her. The main idea is that Kate gets a lot of kisses some days.



Do you really think Kate gets a hundred million kisses some days? Circle  **Yes** or  **No** .

How many kisses do you think Kate really gets? Print your answer in the big heart.



Read pages 4 and 5 on your own now.

What is the most important idea on the pages you just read?
Tell your home instructor.

Do you remember what a **character** is? Tell your home instructor.

Print a sentence to answer each of the following questions.

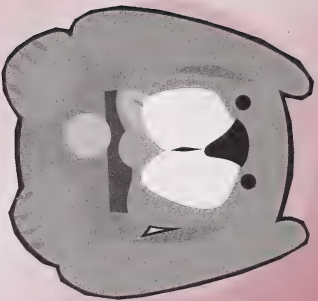
Who are the characters in this part of the story?

What are the names of Kate's pets?

Characters are the people or animals in stories.

Have the student answer the questions on the lines.

Kate and her baby sister are the characters in this section. Rufus (the dog) and Phil (the cat) are the names of Kate's pets.



Have the student answer the questions orally. Kate got a messy kiss from her baby sister, a smelly kiss from Rufus the dog, and a rough kiss from Phil the cat.

What kind of animal is Rufus?

What kind of animal is Phil?

What kind of kisses did Kate get from her baby sister, her dog, and her cat?

Read pages 6 and 7 on your own now.



What is the most important idea on the pages you just read?

Name the characters in this section.

What kind of kiss did Kate get from her brother Harry?

What other characters kiss in this section?

The main idea is the different kinds of kisses Kate gets. Have the student answer the questions on the lines as indicated.

Kate and her brother Harry are the characters. There are also fish in this section.

Kate got a cold kiss from her brother.

The two fish kiss.

Cold kisses make Kate scream.

Have the student answer the question orally. The main idea is that Kate gets many different kinds of kisses.

Kate, her big sister Sarah, and her Grandma are the characters.



What makes Kate scream?

Read pages 8 and 9 on your own now.

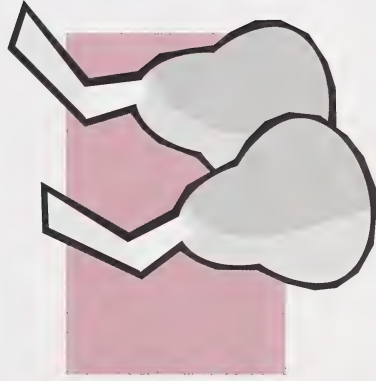
What is the most important idea on the pages you just read? Tell your home instructor.



Who are the three characters in this part of the story? Print your answer on the lines.

What kind of kisses did Kate get from her big sister Sarah and her Grandma?

Is the kiss Kate got from her Grandma a real kiss? Circle **Yes** or **No**. What was it really?



Have the student answer all the questions orally, unless otherwise specified. Kate got a butterfly kiss, or soft kiss, from her sister Sarah and a candy kiss from her Grandma.

The kiss from her Grandma wasn't a real kiss—it was a candy “kiss.”

Read page 10 on your own now.

Discuss the main idea: the kisses Kate gets from her parents are just right.

The characters are Kate, her Mom, and her Dad.

Have the student read the questions and answer orally. Kate got kisses from her parents that were just right.

Kate felt tired from all the kissing.

Discuss how Kate's family feels about her. Sometimes they show her their caring with affection.



What is the most important idea on the page you just read?

Who are the characters in this section? Print your answers on the lines.

What kind of kisses did Kate get from her Mom and Dad?

How did Kate feel about all the kissing?

How do you think Kate's family feels about her? Why?

Now that you've read the story, read it again from beginning to end.

You just met Kate's family in the story "A Hundred Million Kisses."

Did Kate really get a hundred million kisses?



How many kisses did she get?



Did you like the way Kate's family showed

they cared about her?



He or she can read it aloud to you or you can each take turns reading each page.

Find the "After Reading" chart in the Appendix. Discuss the post-reading strategies listed in the box. Go over each strategy with the student. When you are finished, pin the chart on the wall where the student can see it.

Have the student answer the questions orally and print his or her answer in the shapes.

Have the student answer these questions orally. You may have to read them or help the student to read them.



Do you think Kate really didn't like getting the sticky, stinky, rough, and cold kisses from her baby sister, Rufus, Phil, and Harry? Why?

Which parts of the story did you think were funny? Why?

Is Kate's family like your family? How is it the same or different from your own family?

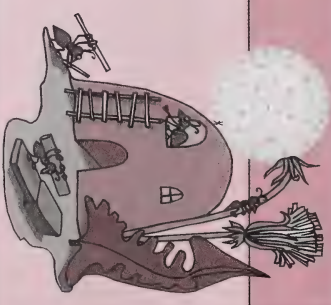
Think of the members of your family and your pets, if you have any. How does your family show they care about each other?

Draw a picture inside the frame to show one way your family members care about each other.



Did You Know?

An ant can have as many as one million brothers and sisters.



How would you like to have one million brothers and sisters?

Break for lunch.



Silent Reading

Think of a book, a story, an article in a magazine, or a comic book you would like to read.

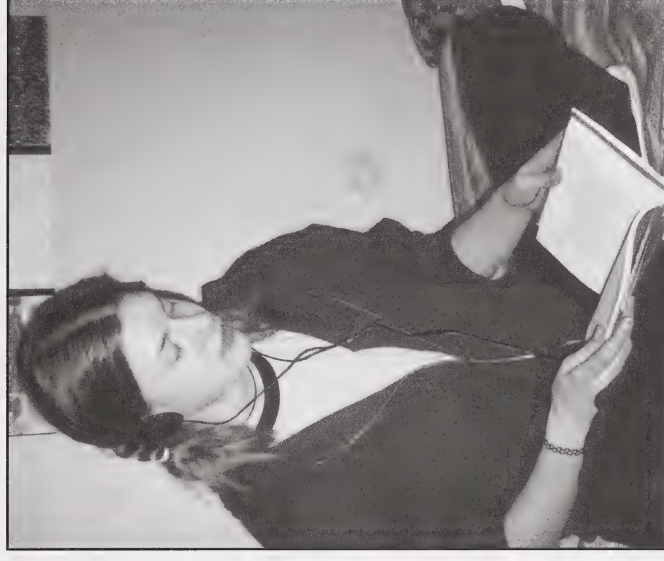
Be sure to read the Home Instructor's Guide about Silent Reading in the "Daily Summary" for Day 1.

For the next 10 to 15 minutes, you and your home instructor will read silently.



When you are done, talk about what you have read.

Enjoy your reading time!



The student will recall the kind of kisses Kate got in the story "A Hundred Million Kisses." Discuss the words Kate used to describe the kisses. Have the student talk about the affection he or she may get from family members and extended family members. Affection from pets may be included in this exercise as well.

Writer's Workshop

Do you remember the kisses Kate got in the story "A Hundred Million Kisses"?

Circle  **Yes** or  **No**.

These are the words Kate used to describe the kisses she got.



People show how they feel about you in many different ways.

What ways do people use to show you they like and love you? Think of words you can use to describe the way your family members and pets care about you.

Print your favourite words in the hearts.

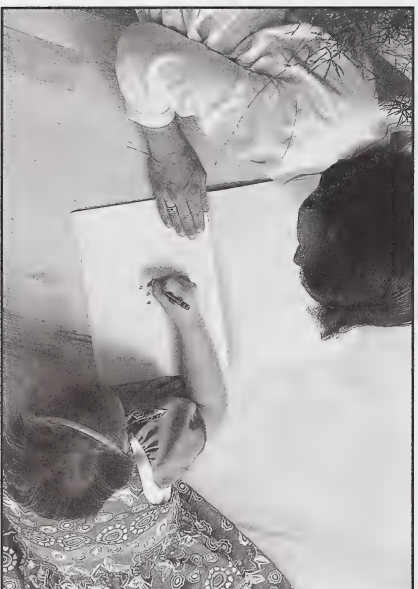


Brainstorm words with the student to describe ways of showing affection. These can be words, such as *hugging me, kissing me, messing my hair, treating me to ice-cream, drawing with me, talking with me, disciplining me, fishing with me, helping me*, and so on. You may add that some people may care very much but do not show affection often. Everyone is different.

Think of three people or pets that give affection to you. Print their names on the lines. Beside each name, print the kind of affection or caring that person shows you.



Complete Day 1: Assignment 2 in your Assignment Booklet.



Project Time

Today you are going to make puppets. You will make one that looks like you and others that look like members of your family.



Take out craft sticks, glue, scissors, and crayons.



Take out a sheet of paper.

Use your materials to draw and cut out the three people or pets you talked about in your Assignment Booklet. Add yourself. Then fit and glue the pictures on all four sticks to make puppets.

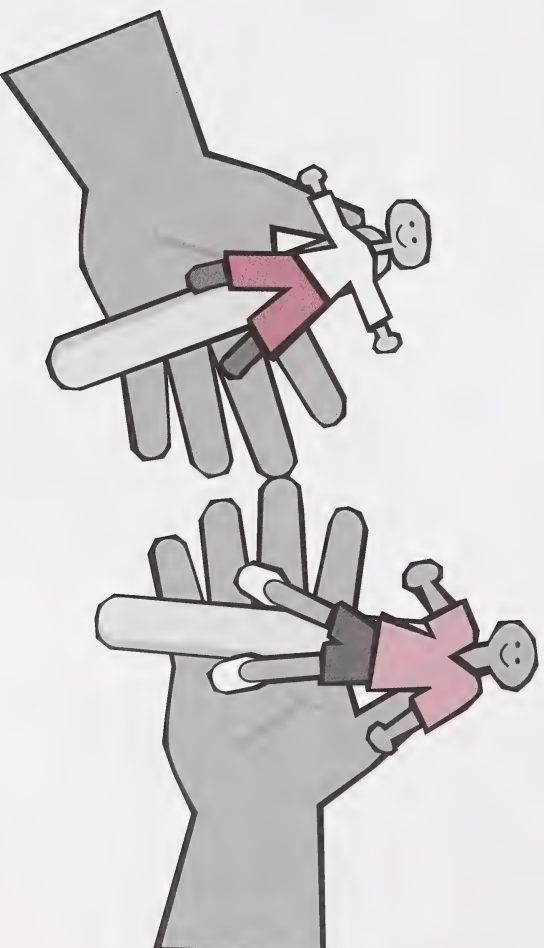
Refer to the Home Instructor's Guide for information about the project.

Assist the student to size the four drawings so each will fit on a stick.

Now you can begin the show. In one hand, hold the puppet that is you. In the other hand, hold one of the other puppets. Have the puppets talk to each other and show how they care. Do this with each puppet.



You may send the puppets to your teacher on Day 9.



Ensure the module number and the day (MIDI) are printed on the back of each puppet.

Refer to the Home Instructor's Guide for information about this activity.

Looking Back

This is a time for you to look back and talk with your home instructor about what you did today.

What part of the day did you like best? Why?

How did you make the puppets?

Was there anything you didn't like doing?
What was it? Why didn't you like doing it?

Is there anything you would like to do more often? What is it? Why?

When you have finished discussing the activities, turn to Assignment Booklet 1A and complete Day 1: Learning Log. Have the student include his or her comments.



Story Time

Your home instructor will read a book aloud to you. Find a favourite spot, relax, and enjoy the story!



Sharing Time

It's time to share some of the things you did today with your family or friends.

Choose something you think you did really well today. Was it reading the story "A Hundred Million Kisses," making the calendar, or drawing a picture of your family?

Refer to the Home Instructor's Guide for information about this activity.

Read this aloud to the student, with the student following along.

Maybe it was the sentences you wrote about showing affection, the silent reading, the puppets you made, or the show you put on.

You did a lot today. Congratulations! You have just completed Day 1!



Day 2: Sticking Together

You're going to be reading, writing, and singing today.

You will talk about family members "sticking" together.

You will also learn about things "sticking" together because they are attracted to each other. Just wait and see what those are.

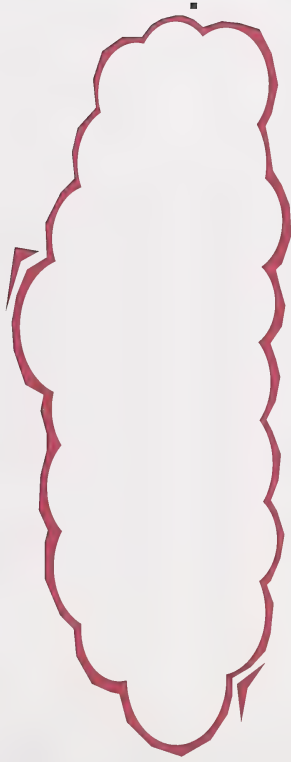


Calendar Time

Look at your calendar. What is today's date?

Change the calendar sentence to show today's date on the Calendar Wall.

Today's date is



The student arranges the cards to show today's date on the Calendar Wall chart. The student will do this daily throughout the year.

Have the student print today's date in the cloud. For example, "Today's date is Wednesday, September 3, 2003."

Review what *forecast* means: a guess that someone makes based on knowledge and experience. It is a prediction of what will happen.

Remind the student that when someone makes a *weather forecast*, it means that someone has guessed (based on knowledge and experience) what the weather will be like. That person has predicted the weather.

Have the student answer orally.

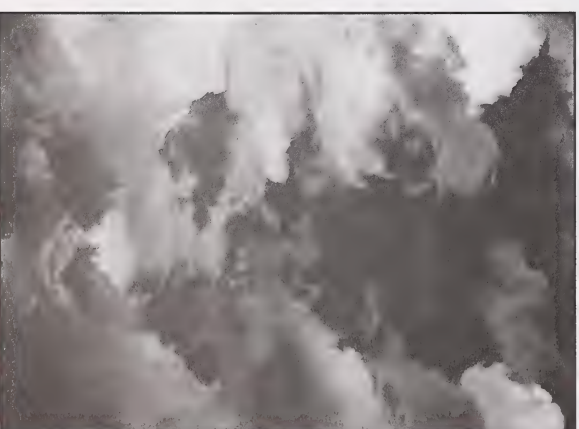
Discuss why someone would want to know the weather. Help your student remember to listen to the daily weather forecasts.

Do you remember from grade one what **forecast** means? Circle **Yes** or **No**.

When someone makes a **weather forecast**, they are predicting what kind of weather to expect.

Do you know what the weather forecast is for today? What is it?

Try to listen to the radio or watch television every morning to get the weather forecast for the day.



Look at the symbols for the kind of weather you may expect.



cloudy



sunny



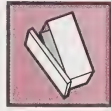
rainy



snowy



windy



Take out your crayons.

Take out the weather cards from the Appendix. Draw and colour a weather symbol on each weather card. Then cut the weather cards out.

Make a weather sentence for today using the weather cards.
















Read the weather symbols. Discuss the type of weather each represents.

Remove the weather cards (sentence-starter cards and weather words) from the Appendix.

Keep the weather cards in your Calendar Corner. Have the student put the weather sentence on the Calendar Wall.

Have the student look outside. Talk about the weather with him or her. Have the student draw the symbol for the weather on the calendar in the square for today's date. Tell the student that on some days there may be two or even three symbols to draw! Discuss how the student then must try to fit them all in the one square on the calendar.

Look at the weather symbols shown on this calendar.

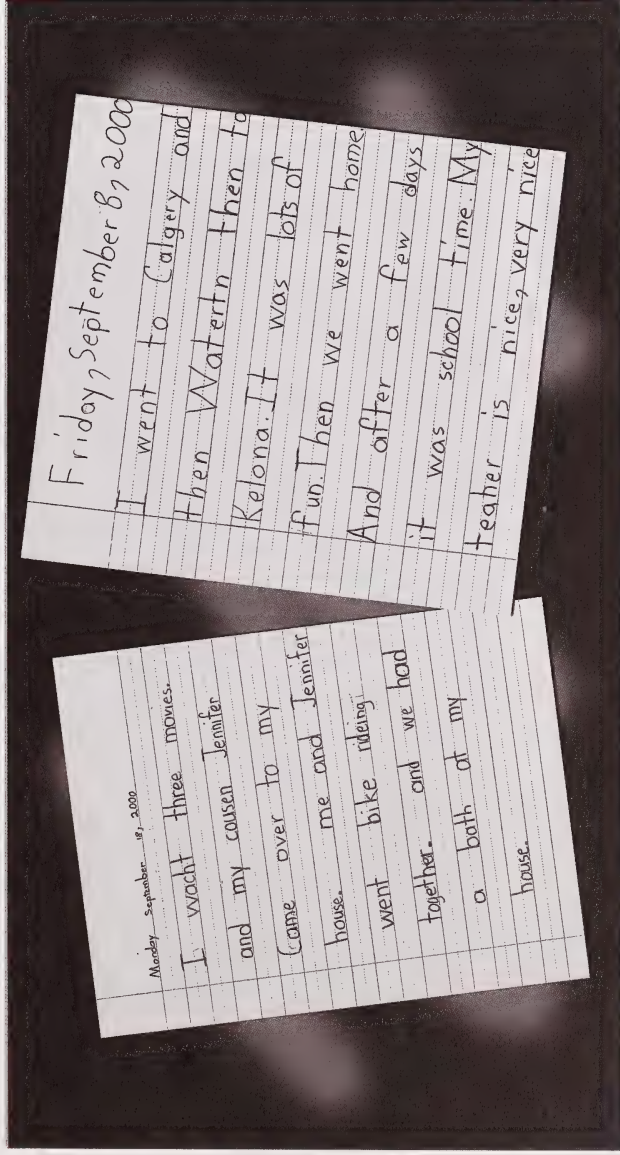
April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 	2 	3 	4 	5 	6 	7 
8 	9 	10 	11 	12 	13 	14 
15 	16	17	18	19	20	21
22	23	24	24	26	27	28
29	30					

Now fill in today's weather on your calendar.



Work on Module 1: Day 2.

Journal Time



Look at the two journal entries. Read the first one out loud.

Help the student read the first journal entry. Have the student answer the following questions orally and then read the second entry together. Discuss the two entries. Look at the different styles and content of both.

Did you find this journal entry interesting?
 Circle **Yes** or **No**. Why or why not?
 Would you like to meet the student who
 wrote it? Circle **Yes** or **No**.
 Why or why not?

Have the student read the second journal entry and answer the same questions orally.

Refer to the Home Instructor's Guide for information about the set up and use of the student's journal.

Now read the second journal entry out loud. Talk about it with your home instructor.



Take out your journal. Turn to the Personal Writing section.



You will be writing in your journal every day.



Now it's your turn to write in your journal.

Always remember to print the day's date at the top of the page.



Tell the student that he or she will be writing daily in the journal—in either the Personal Writing or Reading Response section. To prepare for today's personal journal writing, discuss any family events the student may want to discuss, such as a family holiday, a new baby, something special that just happened, a current special event, or a holiday that he or she would like to write about.

When the student finishes writing, he or she may wish to share with you what was written. Give the student a few minutes to talk about it. You may share what you have written in your journal as well.

Find the "Writing Tips" chart in the Appendix. Review the three points with the student and pin the chart on a wall where the student can see it.

New Words



Take out the book *In My World*.

These are new words from the story “A Hundred Million Kisses.” Read them out loud.

hundred

against

give

doesn't

instead

Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Use the chart to learn the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell a word.

Pick **two** of your new words. Try the new way of learning to spell them.

Read these sentences aloud and fill in the blanks using the five new words.

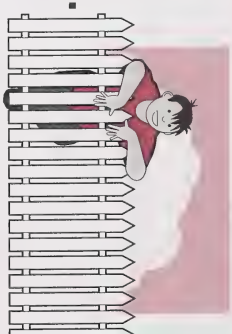
1. Rena likes to _____ her kitten lots of kisses.
2. Martha's dog _____ like cats.

Remove the "I Learning to Spell a Word" chart from the Appendix.

Discuss each point with the student. When you are finished, pin the chart on a wall with the other charts where the student can see it.

Have the student print the words on the line when he or she comes to the "write" step.

The answers are **give**, **doesn't**, **against**, **instead**, and **hundred**.



3. Julio was leaning _____ the fence.
4. I got a sweater for my birthday _____ of the computer game I wanted.
5. There are a _____ cars in the parking lot.

Now, find the new words in the story "A Hundred Million Kisses."

hundred

against

give

doesn't

instead

Print the first letter of each new word on the following lines.

Say the sound each letter makes.

Look for more words from the story "A Hundred Million Kisses" that begin with the letters in the chart. Print two words for each letter.

h	a	d	g	i

The student prints the beginning letters of the words on the lines (h, a, g, d, i).

Review each sound with the student.

From the story, have the student find two words that each begin with h, a, d, g, and i.

Assist the student in choosing a wall in the room to use as a "Word Wall." The student will put all the new words learned in this module on it.

Ask the student if he or she would like to add other words from the story "A Hundred Million Kisses" to the Word Wall. Additional words can be written on the white index cards and taped on the Word Wall now.

Have the student look around the room and outside the room to list things that begin with the letters h, a, d, g, and i, and print them in the appropriate column.



Take out five white index cards.

Print the five new words on the index cards.

**hundred against give
doesn't instead**

Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete **Day 2: Assignment 3** in your *Assignment Booklet*.

Family Members



Listen to the song “This Is My Family.” Move to the beat.



Listen to the song again. This time, sing along.

Play the song again and sing to it, following the words on the next page. Point to the words as you sing along.

This Is My Family

Josh and Oliver
 Have a stepfather,
 He married their mother,
 Oh what a bother,
 Could they get along?
 Could they step along?
 Could they live with each other?

Chorus:

For better or for worse
 This is my family,
 It's all I've got,
 My extended family,
 We don't agree at times,
 or do our chores happily,
 One thing I know,
 We've got each other.

Everybody in this situation,
 Has to go through an alteration,
 It's not easy but if we try,
 There's a conclusion
 We can't deny.

Chorus

Bridge

I think about my dad each day,
 He's got a new family far away,
 The rules are different
 In each house,
 It's hard sometimes
 But we work things out.

Chorus

1

Jerry Brodey. "This Is My Family," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1988), 16. Reproduced by permission.

Do you like the song "This Is My Family"?
Circle **Yes** or **No**.

The boy's family may be different from yours. Is it? Circle **Yes** or **No**.

Did you notice how Josh and Oliver "stick" together in their new family?
Circle **Yes** or **No**.

Talk about how you
"stick" together with
your family members.



Discuss how Josh and Oliver's family in the song is different from or similar to the student's family.

Talk about how the two brothers stick together in the new family arrangement.

Discuss "sticking together" through thick and thin.

Do you remember when you talked about your family members in Day 1?

Circle  **Yes** or  **No**.

Today you will talk and write about each family member.

Have the student talk about his or her family members: their appearance, where they work, and so on.

What do your family members look like? Do they go to school? Do they go to work? Where do they work?

Say something special about each member of your family.





Complete Day 2: Assignment 4 in your Assignment Booklet.

Reading

Sometimes when you are reading, you will come across a word that you get “stuck on.” There are some things you can do to help you with the word. These are called **reading strategies**. Using the reading strategies will help you with understanding your reading.

Look at the **Reading Strategies** chart with your home instructor.

In the Assignment Booklet, the student is to write a sentence about each family member. Assist the student as needed with the writing. Encourage the student to use his or her *Collections Writing Dictionary* to look up words for their correct spelling. If more space is required than given in the Assignment Booklet, have the student write on a separate sheet of paper and staple it to the page.

You and your student may like to discuss some *reading strategies* you each use.

Remove the “Reading Strategies” chart from the Appendix. Review the reading strategies in the chart with the student. Discuss each one as you go through them.

Put the chart on the wall along with the other charts for easy reference.



Have the student read the paragraph silently and underline any words he or she is not sure of. If the student gets “stuck on” a word, assist him or her to use one of the reading strategies in the chart.

Refer to the Home Instructor’s Guide for further information about this activity.

My Dog Nikki

My dog Nikki is my best friend. I know he loves me because he licks my face and wags his tail at me. He also likes to jump up on the couch to be with me when I watch television. Nikki likes to rub his nose against me. Sometimes he just sits and watches me when I am working on my computer. For all these reasons, I know Nikki loves me.



Did you use any of the reading strategies to help you with any of the words? Which ones did you use?

Have some fun with the words you underlined in the paragraph. Write a

 **silly sentence** with two of the words.

Here is an example of a silly sentence using the words **television** and **couch**.

Nikki likes to jump on the television and watch the couch.

Ask the student which reading strategy he or she used to help with a word. Go over the words the student had difficulty with. Use the examples in the Home Instructor's Guide.

Have the student write one or two nonsense sentences on the lines using two of the words he or she underlined in the paragraph. If none were underlined, have the student choose any two words.

Break for lunch.



Silent Reading

Enjoy your reading time!

Words I Use Often

Look at the two
words on coloured
index cards.

great

tell

Both you and the student are to read silently for ten minutes. Tell the student to choose something he or she would like to read and to remember that this is silent reading. Remind the student to read quietly without talking. Afterward, discuss what each of you has read. Encourage the student to ask you questions about your reading as well.

Print each word on a coloured index card for the student. Refer to the Home Instructor's Guide for activity ideas.

Sticking Together

Does your family “stick together”?



Talk about how your family “sticks together.” Discuss things the student does with his or her family members. Talk about how the family reacts when a member needs help.

Do you do things together—like going places and visiting family and friends?

Have the student answer the questions orally.

Do the members of your family help each other out when someone is hurt or afraid?

Provide the student with a set of *magnets* (bar, ring, horseshoe, button, or block).

There are other things that “stick together,” too. They are called **magnets**. Look at the magnets on your desk.

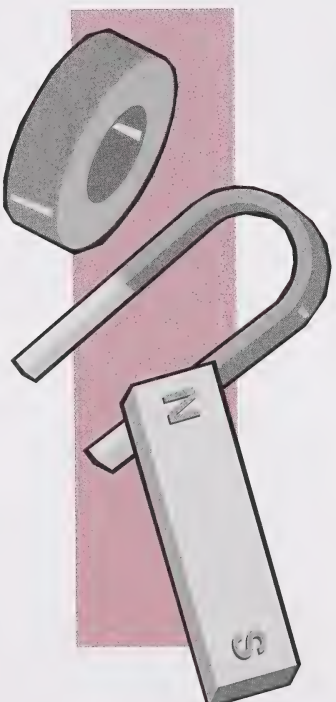


Have the student answer the questions orally.
Have the student touch and feel each magnet.

Build something with your magnets. In the box, draw what you built.

Encourage the student to play with the magnets, stack them, and build a structure. Discuss the results. (Different ends will attract and repel each other.) Ask what happens when the magnets are put end to end. Then switch the ends and ask, "What happens now?" Ask why the student thinks this happens. Tell the student that each end of a magnet is different from the other end. Have the student experiment with all the magnets.

Look at all your magnets. See how different they are from one another. Each one has a different name. Many magnets get their names from their shapes.



Examine each type with the student and explain that the names of each come from the shape.

Another magnet is a **bar magnet**. You may also have a **ring magnet**, an **alphabet magnet**, a **button magnet**, or a **block magnet**.

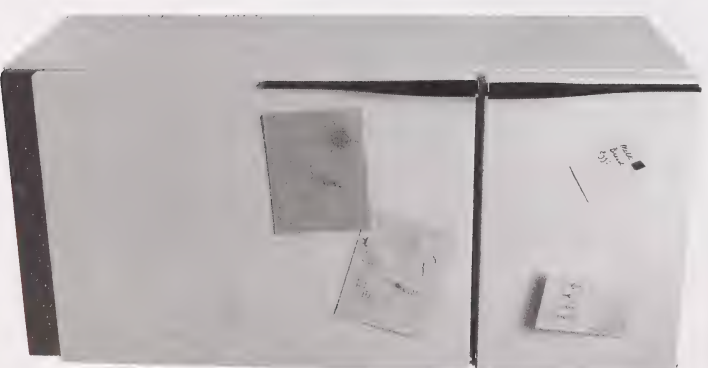
Have the student draw four different-shaped magnets and print their names in the boxes.

Draw four different-shaped magnets in the boxes. Print the name below each of them.

Encourage the student to look around the home for items that contain or use magnets, such as refrigerator magnets, paper clip holders, toys, can openers, VCRs, cabinet fasteners, purse clasps, telephones, motors, generators, computer discs, magnetic marbles, magnetic earrings, magnetic games, and so on. Some of these will have to be pointed out to the student. They may find others.

Magnets can do many different things. They are used in many things that help people every day. Some are even used in your home.

Take a look around your home. Try to find objects that use magnets. Some objects have magnets inside of them. Talk to family members and ask them if they know which objects use magnets.



In the following boxes, print the names of objects that use magnets.

Before you put your magnets away, there are some important things you must know about them. Read the following with your home instructor.

Review the points on the following page with the student.

Magnets

- Never drop a magnet—that weakens it.
- Sometimes a magnet comes with a metal bar called a **keeper**. Be sure to store the magnet with it. The keeper keeps the magnet strong.



- Never put a magnet near a computer or computer discs, VCRs, televisions, or cassette tapes. It can damage them.



Store your magnets carefully in your box.

Looking Back

What part of the day did you like best? Why?

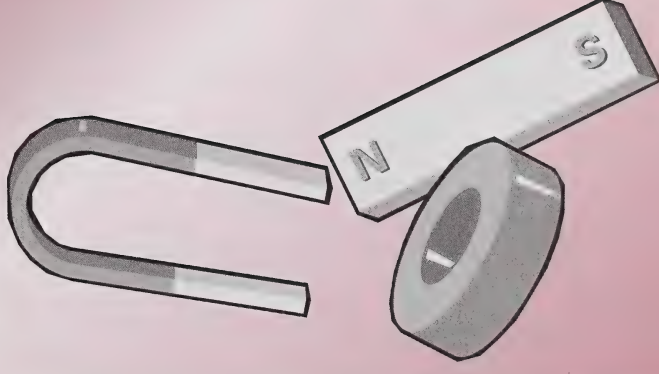
Was there anything you didn't like doing?

What was it? Why didn't you like doing it?

Name the different kinds of magnets you have. What is something you learned about magnets?

Is there anything you would like to do more often? What is it? Why would you like to do that more often?

Read the questions aloud to the student with the student following along. Have the student answer the questions orally.



When you are finished "Looking Back," turn to Assignment Booklet 1A and complete Day 2: Learning Log. Have the student include his or her comments.



Continue reading from the book you began on Day 1.

Story Time

Find a favourite spot, relax, and enjoy the story!



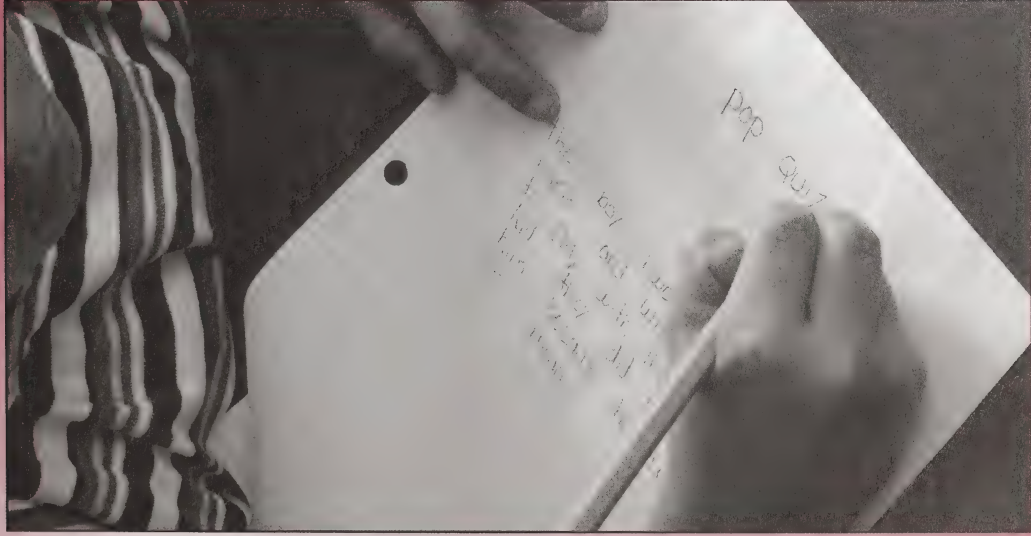
Sharing Time

Think of all the things you did today. Think about the things you learned. Choose something you think you did really well today and share it with a friend or family member. You can be proud of all you have done!

Day 3: I Can Write Similes

You are going to have fun writing today.

You will learn a new way of making sentences more interesting, just like the author of "A Hundred Million Kisses."

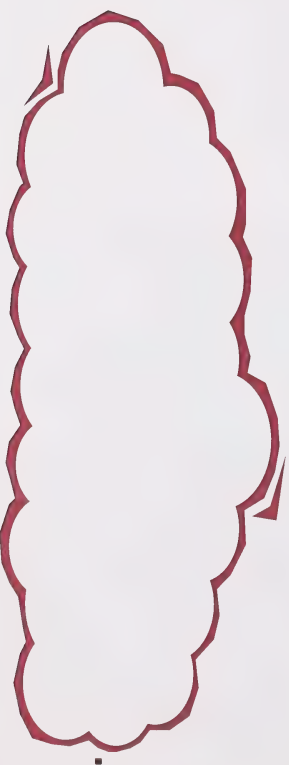


Calendar Time

Look at your calendar. What is today's date?

Change the cards to show today's date on the Calendar Wall.

Today's date is



Have the student print today's date in the cloud. For example, "Today's date is Thursday, September 4, 2003."

Did you listen to the radio or watch television for today's weather forecast? Circle **Yes** or **No**. If you did, print the forecast on the lines. If you didn't, try to hear the weather forecast for tomorrow.

Look outside. Talk about the weather with your home instructor.

Draw today's weather symbol on your calendar.



Have the student describe the weather forecast today. Help the student write the forecast on the lines.

Have the student draw the symbol(s) for today's weather on the calendar.



Work on Module 1: Day 3.

Reading



Take out the book *In My World*.

Looking at pictures helps you to remember what a story is about.

Look at the illustrations on each page of the story "A Hundred Million Kisses." Tell the story to your home instructor.

Have the student recount the story as he or she looks at the pictures on each page.

Read the words in each of the boxes. Which box tells the main idea of the story? Why?

The fish
kiss each
other.

Rufus
licks me.

Kate gets
lots of
kisses.

Mom and
Dad's
kisses are
just right.

Baby
sister
tries to
kiss me.

Grandma
gives
candy
kisses.

Big sister
Sarah
gives
butterfly
kisses.

Brother
Harry
gives
cold
kisses.

Phil the Cat gives rough kisses.

What do the other boxes list?

Kate gets lots of kisses is the main idea because that is what the whole story is about. The other boxes list the characters and the kind of kisses they give. Have the student answer the questions orally.

Tell the student that the kinds of special kisses she gets from members of her family and her pets are important ideas, too. They are supporting ideas, but they are not the main idea.



I Can Write Similes

The student should tell you that it looks a little like a spider web. Explain that a *web* shows the main idea and supporting ideas in a story.

Have the student print the main idea (Kate gets kisses) in the centre box and the names of the characters in the surrounding boxes. The lines will be filled in later.

Look at the **web** on the next page. Why do you think it is called a web?

Fill in the web. Print the main idea in the centre box. Print the names of the characters in the other boxes. One character has been printed in for you.

A web shows the main idea and the supporting ideas in the story.

A web often gives **details** about characters and other things that happen in the story. Read the details that are filled in for you about Sister Sarah.

There is other information in the story too—information about each of the characters, which are called *details*. Details give more information about characters and other things that happen in the story.

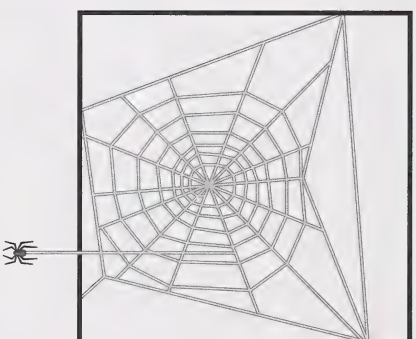


Sister Sarah

- doesn't live at home
- has eyelashes as soft as wings
- gives butterfly kisses

Explain that when you *skim* a story, you read it very rapidly just to get the general sense or to find a specific detail. Have the student skim the story and tell you about each character. Print the details under the character's box as the student gives them. Use Sister Sarah's description as an example.

Have the student discuss the main idea, supporting ideas, and details of the story using the web as a guide. Discuss how much easier it is to retell the story using the web.



Skim through the story “A Hundred Million Kisses.” Find the details about each character and print them on the lines under the character’s name.

Retell the story “A Hundred Million Kisses” using the web to help you. A web gives you information about something quickly.

Refer to the Home Instructor's Guide for information about this phonics exercise.

Fun with Phonics

Read this paragraph from the story "A Hundred Million Kisses."

Some days, I get
about a hundred million kisses.
I don't ask for them.
I just get them.

In the following boxes, print the beginning letter of each underlined word.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Say each letter aloud. Think of another word that begins with each letter.

¹ Wendy Lewis, "A Hundred Million Kisses," in *In My World*, ed. Ron Benson (Scarborough: Prentice Hall Ginn, 1999), 3. Reproduced by permission of the author.

The letters are s, d, g, a, h, m, k, f, t, and j.

Check each sound and word with the student.

Read page 3 aloud to the student. Have the student follow the instructions and answer the question.

This will be removed from the phonics book and sent to the teacher at the end of Day 9.

Play the song "Count and Move" from *Music and Movement* in the Classroom CD #1. Have the student move with you as you model the movements described on the CD. As the movements change quickly in this recording, it is essential that you listen to the tape beforehand to become familiar with the directions.



Turn to page 3.

Follow along as your home instructor reads page 3. Do pages 5 and 6 in your phonics book. You will be printing the letters for the beginning sounds of words.

Music and Movement



It's time to move and have some fun!

Listen and move to the beat of "Count and Move."

In purple, circle the answer to the following question.

How does the beat sound? **fast** or **slow**



The beat is fast.

Do the same activity without the music this time. With the student, count “1, 2, 3, 4” over and over as you perform various steady movements. Repeat each movement four times (for example, tapping your hips), then rest for four counts, move four times, rest four counts, and so on. Keep the movements simple and repeat the same movements several times.

Play “Count and Move” two or three more times with you and the student moving to the music as described.

Vowels and Consonants

How many letters are in the alphabet?

Print your answer in the triangle.



If you said 26, you were right. Most of those letters are called **consonants**.

Print the word **consonant** on the line.

The only letters that are not consonants are **a, e, i, o, u** and sometimes **y**. Do you know what these letters are called?

Circle  **yes** or  **no**.

a e i o u

They are called **vowels**. There are five vowels. Print the word **vowel** on the line. _____

Print the vowels in the circles.



Check the student's work to ensure there are no vowels.

Every word has one or more vowels.

Print all the letters that are not vowels on the lines.

If a letter isn't a vowel, it's a consonant.

Count how many consonants there are.

Print the number in the square.

If you counted **21** consonants, you were right!

Sometimes the letter **y** can be a vowel. The letter **y** is a vowel in the words **fly**, **try**, and **cry**. Do you know why?



Read the following words out loud. Each word has one or more vowels in it. Circle the vowels in each word in green.

cow	people	water	because
than	said		
first	other		
make	called		

If a group of letters doesn't have a vowel, it isn't a word. Have the student answer the question orally.

Have the student read each word out loud. These are words the student should be familiar with. The student then circles each vowel with green. The vowels in the words are shown in bold as follows: cow, make, people, because, said, than, first, other, called, water. Point out to the student that some words can have up to four vowels (such as *because*).

Turn to the Home Instructor's Guide to find further information about spelling and the words for today's Spelling Pre-test. When you give the student the pre-test, do not let the student see the words beforehand.

Both you and the student read silently for ten minutes. Remind the student to read quietly without talking. Afterward, discuss what each of you has read. Encourage the student to ask you questions about your reading as well.



Turn to Day 3 in your Assignment Booklet.

It's time for a spelling test.

When you finish the test, print the six words correctly on coloured index cards and tape them to your Word Wall.

Break for lunch.



Silent Reading

Enjoy your reading time!

Writer's Workshop



Take out the book *In My World*.

Read the following two sentences out loud.

His lips are cold.

Her eyelashes are soft.

Go back to the story "A Hundred Million Kisses" to find out how the author described Harry's lips and Sarah's eyelashes.

Ask the student to recall Kate's brother Harry and her big sister Sarah from the story "A Hundred Million Kisses." Explain how the author didn't just say Harry's lips were cold or Sarah's eyelashes were soft. She described Harry's lips and Sarah's eyelashes in an interesting way.

I Can Write Similes

Have the student print “His lips are like ice.”

Have the student print “Sarah’s eyelashes feel as soft as wings.”

Print the way the author described Harry’s lips.



Print the way the author described Sarah’s eyelashes.



The way the author described cold and soft is a better way because it makes reading much more interesting.

Do you think the author's way is a better way of describing something cold and soft? Circle **Yes** or **No**. Why or why not?

When an author wants to tell what something is like, or to describe something, he or she will try to make it sound more interesting.

Sometimes an author will do this by using **similes**. Similes always contain the words as or like. They show how two things are similar or alike.

Discuss *similes* with the student and try to think of some together. Emphasize *as* or *like*.

The student studies the sentences shown in bold. In blue he or she should circle **His lips are like ice.** In purple, the student should circle **Her eyelashes feel as soft as wings.**

Look at the following two sentences. Use a blue crayon to circle the sentence that best tells you how cold Harry's lips really are.

His lips are cold.

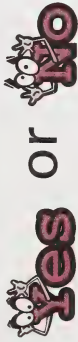
His lips are like ice.

Which of the following two sentences best tells you how soft Sarah's eyelashes really are? Use a purple crayon to circle the sentence.

Her eyelashes are soft.

Her eyelashes feel as soft as wings.

Are **his lips are like ice** and **her eyelashes feel as soft as wings** similes?



Circle **Yes** or **No**. Why or why not?

A simile shows how two things are alike and always includes **as** or **like**.

Look through the story "A Hundred Million Kisses" and find two other **similes**.

Have the student print the answers on the lines. **Yes**, they are similes because they compare two things and include *as* or *like*.

Have the student print the answers on the lines. Other similes are on page 5 as follows: "his breath smells like old socks," and "his kisses are rough as sandpaper."

Help the student with the similes and with printing them on the lines.

Use the following beginnings to think of your own similes. Print them on the lines.

as old as _____

as small as _____

as scary as _____

as red as _____

He laughs like _____.

This dog smells like _____.

She sounds like _____.

He sings like _____.



Complete Day 3: Assignment 5 in your Assignment Booklet.

Have fun thinking of similes on your own.

Draw It



Take out a sheet of unlined paper.



Take out the book *In My World*.

You just finished writing your own similes.

Look at the illustrations in the story "A Hundred Million Kisses."

You will now draw a picture that shows one of your similes, just like the illustrator does in the story. Colour your picture to finish it.

Print the simile on the bottom of the page.

Tell the student to look at how the illustrator shows Kate reacting to Rufus's breath that smells like old socks, Phil's rough kisses, Henry's cold lips, and Sarah's soft eyelashes.



You will send your drawing to your teacher on Day 9.

Looking Back

What part of the day did you like best? Why?

Was there anything you didn't like doing?

What was it? Why didn't you like doing it?

Which activity do you think you did the best?

Turn to Assignment Booklet 1A and complete Day 3: Learning Log. Have the student include his or her comments.

Continue reading from the book you began on Day 1.

Story Time

Find a favourite spot, relax, and enjoy the story!



Sharing Time

Think of all the things you did today. Think about the things you learned. Choose something you think you did really well today, and share it with a friend or family member.

If you like, read the story "A Hundred Million Kisses." Show that person the pictures while you are reading the story.



Day 4: Special Family Members

There is something special about every member of your family.

You're going to talk and write about what makes each of your family members special.

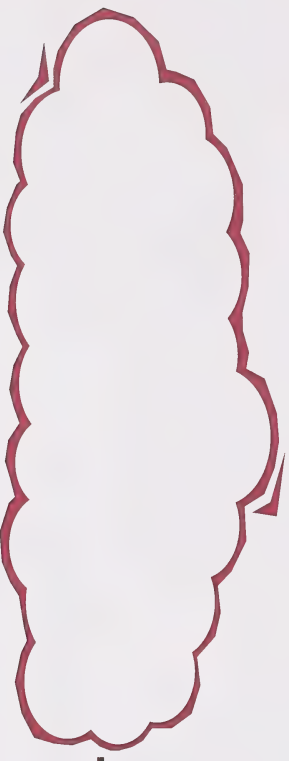


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Print today's weather forecast.

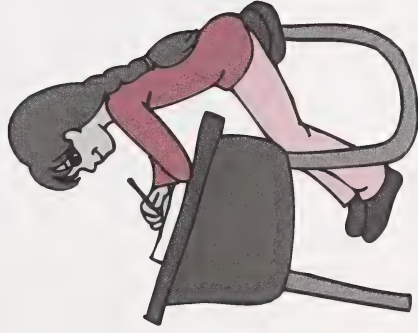
Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

You will write about something that is important or interesting to you.



Discuss the current weather with the student. Ensure the student understands that the current weather and forecast are not the same. The forecast predicts what the weather will be throughout the day. Sometimes it is correct and other times it is not.

Ask the student about something special that recently happened that he or she thinks is interesting to write about. It can be about an activity done in school, something read, or something about his or her friends or family.

Remind the student to check the “Writing Tips” chart that tells how to write properly. When the student finishes writing, he or she may wish to share with you what was written. Give the student a few minutes to talk about it.

Always remember to print the day’s date at the top of the page.



Work on Module 1: Day 4.

Reading



Take out the book *In My World*.

Turn to the story “A Hundred Million Kisses.” Today you will be reading this story in a special way.

Do you remember the things you can do to help you read a story? Circle **Yes** or **No**.

Review the prereading strategies with the student.

Review the **Reading Strategies** chart that you pinned on the wall in Day 2.

First, read the story to yourself. Were there any words that made you stop?

Circle  **yes** or  **no** .

Which strategies did you use for the difficult words?

Turn to page 3. How do you think the author would like you to read the first sentence? Which words could you emphasize?

Have the student read the strategies and answer each question orally.

Discuss the strategies the student used to read any difficult words.

The author would like a “**hundred million**” to seem like a lot of kisses. Those words would be emphasized and probably exaggerated.

Have the student explain why he or she used a particular voice and expression. The student should be able to explain that voice and expression are used to convey the meaning of the story.

Discuss how the second part of the sentence would be emphasized.

Have the student continue to read the lines indicated and explain why he or she read them that way. Discuss how the pictures can help to use expression.

Read the next two sentences to show how Kate is feeling. Did you use a soft voice? loud voice? slow or gentle voice? Did you read fast or slowly? Why did you use the voice you did? Did you pause at the periods?

Turn to page 4. How would you read the first sentence? Did you emphasize the first part or second part of this sentence?

Turn to page 5. How would you read the second sentence? Why? Are you using the pictures to help you decide how Kate is feeling?

Continue to have the student read the sentences and to discuss the type of expression used.

How would you read the last sentence on page 5? Why?

Turn to page 6. How would you read the third sentence? Why?

Turn to page 7, 8, 9, and 10. How would you read the last sentence on each page?



Recording the reading of the story "A Hundred Million Kisses" can be fun and exciting. Assist the student with the taping.

Have the student practise reading parts of the story with expression, just the way the children would have said them. As before, encourage the student to speak in a clear voice, with appropriate volume, at an understandable pace and with expression. After the recording, play back the tape and let the student decide whether to retape the reading.

Assess the student's reading. Does he or she use expression as discussed? Is it appropriate to the meaning of the text?

Refer to the Home Instructor's Guide for more information about this activity.

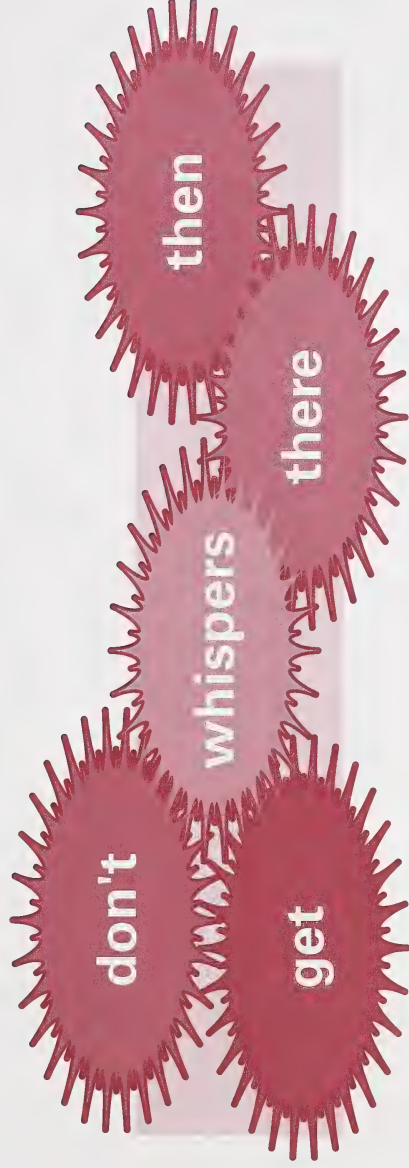
Tape a Story

You can have fun with the story "A Hundred Million Kisses" by using a tape recorder. Practise reading parts of the story with expression, just the way Kate would have said them. Then record a reading of the entire story.



New Words

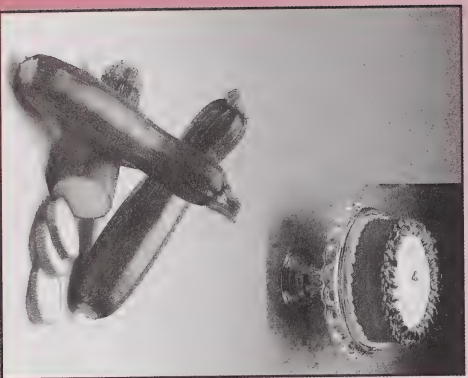
These words are from the story "A Hundred Million Kisses."
Read them out loud.



Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Remind the student to check the "Learning to Spell a Word" chart on the wall.

The words in order are don't, get, whispers, hundred, then, and there.



Don't forget the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell.

Use the new words to complete the following story.

Mandy and Carla _____ like zucchini. They don't want to _____ anything with zucchini in it. Their Mom _____, "There are a _____ different ways to serve zucchini!" Mandy and Carla _____ each got a yummy piece of chocolate cake. They didn't even know _____ was zucchini in it!

Print the first letter of the new words **don't**, **get**, **whispers**, **there**, and **then** in the diamonds.



Say the sound each letter makes.

Go back to the story "A Hundred Million Kisses." Find two words that begin with each of the letters **d**, **g**, **w**, and **t**. Print the words in the chart below.

d	g	w	t



Take out five white index cards.

Print the five words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Ask the student if he or she would like to add other words from the story to the Word Wall. Have him or her print them on index cards and tape all of the new words on the Word Wall now.

Carefully
print the
five new
words in
your
dictionary.



Journal Time



Take out your journal. Turn to the Reading Response section.

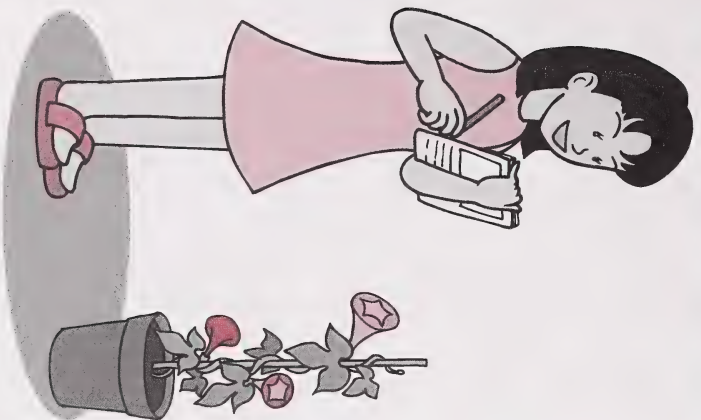
Always remember to print the day's date at the top of the page.

To help you think about the story "A Hundred Million Kisses," use the following sentence starters.

Copy the sentence starters one at a time onto your journal page and finish each sentence.

Explain that in the Reading Response section, the student will be responding to something she or he read, or to something that has been read to her or him. That means the student will think about what was read and what he or she thought about it.

Discuss each sentence starter with the student and his or her response to it.



- I liked/didn't like this story because . . .
- The title tells about . . .
- The words I liked the most were . . .
- I liked the illustration on page ____ because . . .
- Kate is like me because . . .

Break for lunch.



Both you and the student read silently for ten minutes.

Silent Reading

It is time to read your favourite book. Don't forget to discuss what you read with your home instructor after you finish reading.

Enjoy your reading time!

My Family Members

The Grandma in the story "A Hundred Million Kisses" was a special person to Kate. Can you think why?

Every member of a family has something special that he or she brings to the family.

The Grandma gives Kate special kisses. She rubs noses with Kate and gives her candy kisses as a treat.

Describe how everyone brings something unique to a family.

Have the student think about each family member and identify each of his or her strengths and gifts.

For example, one member might be a happy person who makes everyone else happy. Another person might be an active person who gets everyone else involved in outdoor activities. Others might be gentle, caring, or a number of other things that are important in a family.

Discuss the members of your family. Talk about the things that make them special people.

You will write how each member of your family is special.

Look at the chart on the wall to remind yourself how to write correctly.



When you're writing, remember to put capital letters at the beginning of sentences and for special names. Don't forget to use a period or a question mark at the end of a sentence. If you have trouble with a word, use the dictionary.



Complete Day 4: Assignment 6 in your *Assignment Booklet*.



Take out some unlined paper.

When you finish writing about your family members, draw one of them doing something special.

Refer to the Home Instructor's Guide for information about this assignment.

Refer to the Home Instructor's Guide for today's words.

Words I Use Often

Look at the two words on coloured index cards. Say them out loud and practise them. Tape them on the Word Wall.

Fun with Phonics

Read this paragraph from the story
"A Hundred Million Kisses."

Rufus tries to kiss everyone,
even our cat, Phil. Then Phil
kisses me. His kisses are
rough as sandpaper.

1

¹ Wendy Lewis, "A Hundred Million Kisses," in *In My World*, ed. Ron Benson (Scarborough: Prentice Hall Ginn, 1999), 3. Reproduced by permission of the author.

Print the letter for the ending sound of each of the underlined words.



Say each letter out loud. Think of another word that ends with each letter.

Now, you will print more letters for the ending sounds of words.



Do pages 7 and 8.

The letters are s, n, r, t, l, and e.

Any words ending with the above letters, such as **glass**, **pen**, **star**, **bat**, **ball**, or **see** are acceptable.

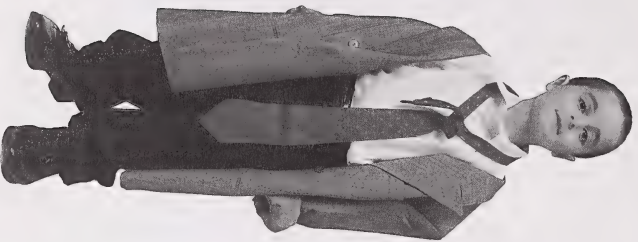
Refer to the Home Instructor's Guide for information about this activity.



Act It Out

You have read "A Hundred Million Kisses."

You will now get to act out a scene from this story. To help you choose and remember a scene, look at the story and the pictures. Pick a favourite scene and character. You can discuss different parts and ideas with your home instructor, but try not to tell which scene you have chosen.



You will see if your home instructor can guess which one it is.

Once you have picked a part you would like to act out, practise it. If you like, you can use **props** to help you. Remember, you are acting out the scene. That means you don't say any words, just do the actions as the character would.

When you are ready, tell your home instructor.

Have fun acting!



Have the student browse through the story, "A Hundred Million Kisses" to decide on a scene to act out. Discuss the different parts which might be best to act. Leave the final decision to the student.

Tell the student to think of ways to act the chosen character's part so that you can guess who it is and which scene it is taken from.

Refer to the Home Instructor's Guide for further information about this activity.

Looking Back

What part of the day did you like best? Why?

Was there anything you didn't like doing?
Circle  **Yes** or  **No** . What was it? Why?

Tell how you prepared for acting out a scene from a story.

Describe how it felt to be an actor.

Story Time

Find a favourite spot, relax, and enjoy the story!

Turn to Assignment Booklet 1A and complete Day 4: Learning Log. Have the student include his or her comments.

Continue reading from the book you began on Day 1.



Sharing Time

You could read the story “A Hundred Million Kisses” with a friend or family member. Show the pictures in the book while you are reading the story.

You could play the tape that has your recorded reading of “A Hundred Million Kisses” for your friends and family members.

You could show your drawing of something special about a family member.



Day 5: Everyone Has a Job to Do

You're going to learn about children
and adults who have jobs to do.

Do you have a job to do around your
home?

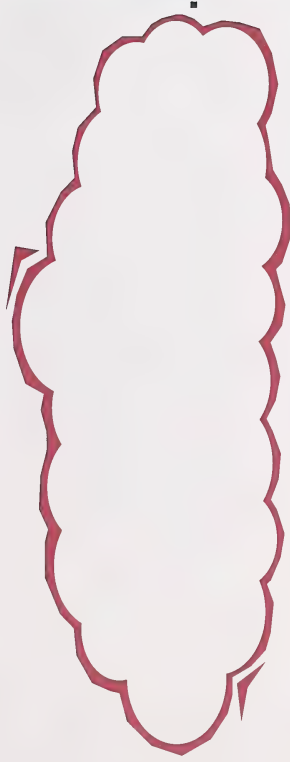


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Print today's weather forecast on the lines.

Discuss today's weather forecast with the student.



Discuss the current weather with the student. Discuss the accuracy of the forecast on Day 4.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Look back to the forecast you wrote about on Day 4. How was the weather that day?



Work on Module 1: Day 5.

Reading

You will be reading about a dog named Mugsy today. Mugsy is a pet.

Do you have a pet? Circle **Yes** or **No**.



If you do, what is it?

What is its name?



Have the student answer the questions on the lines in the shapes.

If the student doesn't have a pet, he or she could choose the name of someone else's pet they know.

Pets need special care. Some pets need to be washed. They all need to be fed. Some need to be brushed or have the water in the tank cleaned. Have the student discuss how he or she cares for a pet. If the student does not have a pet, have him or her talk about how a friend or a relative cares for a pet. The student can think of how to care for a pet if he or she did have one.

The student should answer that a dog needs to be washed, fed, brushed, walked, and played with.



If you have a pet, what do you do to take care of it?

If you don't have a pet, maybe a friend or relative does. Think how your friend or relative cares for his or her pet. Talk about how you would care for a pet if you had one.

What are some of the things you can do to care for a pet dog? Print your answer on the lines.



Have the student answer the questions orally. Discuss being helpful to friends. You may begin the discussion by giving an example of how you have helped a friend. Discuss the importance of helping friends. We rely on our friends to help us when we need help, and we're there to help our friends when they need us.

The poem you will read is called "Washing Mugsy." In it, a group of children are helping to wash the dog Mugsy. The children are being helpful.

Have you ever been helpful to a friend?

Circle  **Yes** or  **No**.

What are some of the things you have done to help a friend?

Do you think it is important to help our friends? Circle  **Yes** or  **No**.
Why or why not?

Have the student print the answers in the boxes.

The poem is on page 11.

The author is Liz Stenson.

The illustrator is H  l  ne Desputeaux.



Take out the book *In My World*.

Turn to the Contents page.

On what page will you find the poem

“Washing Mugsy”?

Turn to page 11 in your reader.

Who is the author of “Washing Mugsy”?

Who is the illustrator of “Washing Mugsy”?

Have the student answer the questions orally.

Look at the picture on page 11.

Who do you think is in the washtub?

What are the children trying to do? Predict what you think will happen.

Have you ever tried to wash a dog? Have you ever helped a friend wash a dog?

Can you imagine what it would be like if you have never done it?

What are the children trying to do? Predict what you think will happen.

Read the poem "Washing Mugsy" aloud to the student. Do not let the student see the words or the picture on page 12 as you read.

Then read the poem aloud again but with the student following in the book.

Go over the questions on the "After Reading" chart and have the student answer each one orally.

Your home instructor will read the poem aloud to you. Listen carefully to the poem. As you are listening to the poem, picture in your mind what is happening.

Look at the picture on page 12. Is that what you predicted would happen?

Circle  **Yes** or  **No** .

Read the poem silently. Pick a part that you liked best. Read it to your home instructor.

Most poems rhyme, but some poems don't rhyme at all. Does the poem "Washing Mugsy" rhyme?

Circle **yes** or **no**.

What parts of it rhyme?

Find the pairs of rhyming words, and print them on the lines. The first one is done for you.

begin

in

The poem rhymes at the end of the sentences. The rhyming pairs of words are as follows: shampoo, new; hose, goes; around, ground; and get, wet.

Have the student answer the questions orally.

Would you like to wash Mugsy? Why?

Why do you think Mugsy's owner asked friends to help with the washing?

Washing Mugsy was a big job. That is why friends were called in to help.



Do you help your friends when they need you? Circle **Yes** or **No**.

Do your friends help you when you need them? Circle **Yes** or **No**.

Do you think the friends will want to wash Mugsy again? Why or why not?

The poem tells how the children washed Mugsy and what happened after. The children don't talk in this poem.

Think of some things the children might have said while trying to wash Mugsy.

Do you remember what **dialogue** is?

Circle  **Yes** or  **No**. Dialogue is the exact words someone speaks.

Do you remember how to write dialogue?

Discuss the conversation that might have occurred during the washing. Brainstorm phrases the children might have said for each verse. For example, in the first verse, someone might have said, "Get in the tub, Mugsy." In the second verse, it might be "Stand still, Mugsy," or "Stop splashing," and so on.

Review writing dialogue and explain that *dialogue* is the exact words of the speaker.



Talk about how and when to use *quotation marks*.

Refer to the Home Instructor's Guide for more information about Assignment 7.

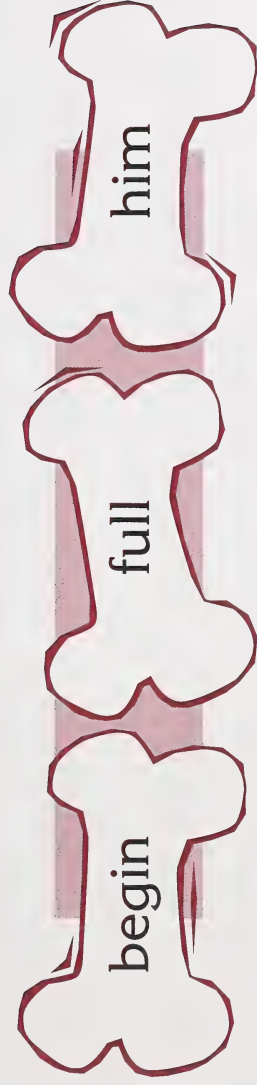
If you don't remember, look on page 10 in your book. In the story "A Hundred Million Kisses," Kate's Mom and Dad say, "**Kiss me Kate.**" The words "**Kiss me Kate**" have **quotation marks** around them. This shows that someone is talking. Be sure to put quotation marks around your dialogue.



Complete Day 5: Assignment 7 in your Assignment Booklet.

New Words

These words are from the poem “Washing Mugsy.” Read them aloud.



Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words (**begin, full, him**) to complete the following sentences.

1. Noel liked the cookies because they were _____ of chocolate chips.
2. "What time does the movie _____?" Jasper asked his father.
3. Jasper asked his friend Marko to go to the movie with _____.

The words are **full, begin, and him**.

Have the student print the answers on the lines. The words are **fall**, **fill**, or **fell**; **be**, **beg** and **in**; and **hi**.

Change the vowel in the word **full** to make a new word. _____

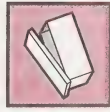
There are three little words in **begin**. What are they? _____

What is the little word in **him**? _____



Take out thee white index cards.

Print the three new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

If there are any other words from the poem “Washing Mugsy” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Play the first recording, “Count and Move” from the *Music and Movement in the Classroom* CD #1, twice. Refer to the Home Instructor’s Guide for more information about this activity.

Have the student answer orally. The music is **loud**.

Print the three new words in your dictionary.

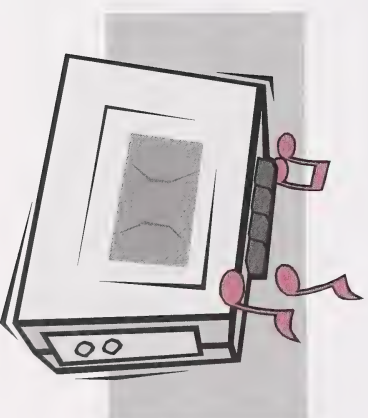
Music and Movement



Do you remember moving to “Count and Move” from Day 3? Listen to it and do the moves again.

Is the music *soft* or is it **loud**?

Circle the word in orange that tells about the music.



Do you remember from grade one the symbol musicians use to mean *soft*?

Circle **Yes** or **No**.

Do you remember the symbol musicians use to mean **loud**? Circle **Yes** or **No**.
What is it?



Review the symbols, *p* meaning soft and *f* meaning loud, from grade one. Have the student answer orally.

When you see **p** on music sheets, it means *soft*. The letter *p* is short for piano. In Italian, piano means soft.

p *soft*

When you see **f** on music sheets, it means **loud**. The letter *f* is short for forte. In Italian, forte means loud or strong.

f **loud**














You're going to hear the music again. This time you make up the movements.

Phonics Fun

Read this paragraph from the poem
"Washing Mugsy."

We lather him up with doggy shampoo,
Then scrub and scrub till he's clean as new.

In the circles, print the beginning and ending
letters for each of the words you hear.

	—		—		—	
	—		—		—	
	—		—		—	

Say each of the underlined words out loud. The student will print the beginning and ending letters for each word in the circles. The letters are as follows: l and r, h and m, u and p, s and b, t and l, n and w.

Refer to the Home Instructor's Guide for information about this activity.

Both you and the student are to read silently for ten minutes.

Now you will practise consonant sounds for the beginning and ending of words.



Do pages 9 and 10.

Break for lunch.



Silent Reading

It is now time to do some reading on your own. Remember, this is silent reading. You should not say any of the words aloud.

What Kind of Jobs?

Do you remember how Mugsy's owner asked friends to help with washing him?

Circle  **Yes** or  **No**.

Everyone in a family has to help out. Family members help each other. Friends help friends when they need it.

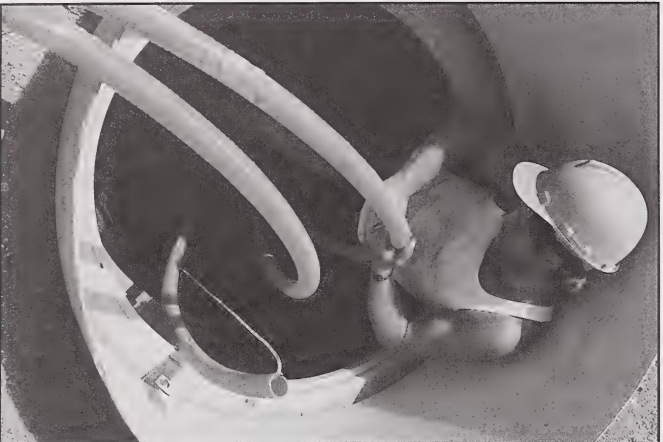
Many adults help people by the work they do. Think of the adults in your family. What kind of work do they do?

Lead the conversation from friends helping friends to adults helping others in their work.

Discuss the occupations of the adults in the student's family.

Most adults work at a job. The type of work they do is called an **occupation**.

Print the word **occupation** on the line.



Discuss the chart and different occupations the student may think of.

The occupations people have help families who live close to each other—families who live together to make a community.

Here is a chart to show some adults and the occupations they have.

Family Member, Relative, or Friend	Occupation
Mother	pharmacist
Father	welder
Aunt Sofie	farmer
Mr. Leval	store clerk

In the following chart, try to list ten adults you know. Beside each one, print what work or occupation he or she does.

Help the student think of the adults he or she knows and their *occupations* or work. These may include any adult friends, as well as extended relatives, family friends, or neighbours. The student then prints their names and occupations in the chart. Discuss the occupations of members of your own family and friends as well.

Family Member, Relative, or Friend		Occupation

Do you know what a **community** is?
Circle **yes** or **no**. What is it?

A community is a group of people living near each other.

Your neighbourhood is the community you live in. The people who live near you are your neighbours. You all live in the same community.



Have the student answer orally.
A *community* is a group of people living in the same location. The distinction between neighbourhood and community is complex. For this grade level, community and neighbourhood are used synonymously.

Brainstorm occupations not already listed that occur in a community. These may include firefighter, postal worker, doctor, dentist, lawyer, store clerk, nurse, secretary, hospital worker, truck driver, child-care worker, homemaker, police officer, office worker, plumber, electrician, mechanic, grocery-store worker (packer, cashier), teacher, librarian, park warden, butcher, tailor, and so on.

Families make up a community. People do many different things in a community. One of the things they do is work. You listed the people you know and the type of work they do.

Can you think of other types of work that people can do in a community?



List some occupations that you think are important to a community.

Choose one of the occupations you listed.
How is that occupation important to the community?

Have the student tell you how important the occupation is. Ensure the student understands that the occupation he or she chose helps people in the community in some way, as do all occupations.



Refer to the Home Instructor's Guide for information about this activity.



Take an unlined sheet of paper from your folder.

On your sheet of paper, draw someone from your list working in your community. Print the occupation of that person below the drawing. When you finish, put your name at the top.



You will send your picture to your teacher on Day 9.

Looking Back

What part of the day did you like best? Why?

Was there anything you didn't like doing?

What was it? Why didn't you like doing it?

Is there anything you would like to do more often? What is it? Why would you like to do that more often?

Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

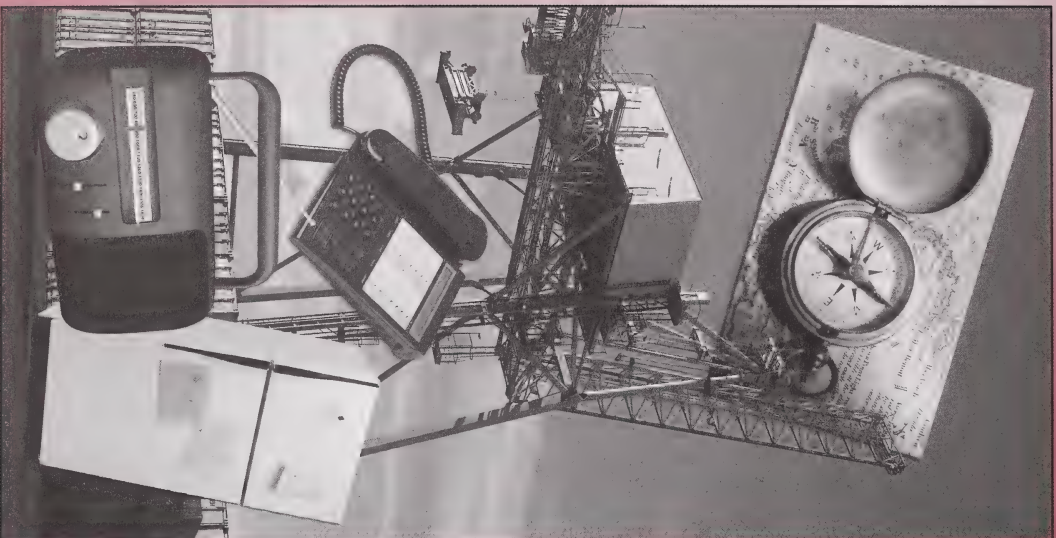
Turn to Assignment Booklet 1A and complete Day 5: Learning Log. Have student include his or her comments.

Continue reading from the book you began on Day 1. If you have finished it, begin another one.

Day 6: Magnets Help Us, Too

You're going to learn more about magnets that are all around you. Some are easy to spot.

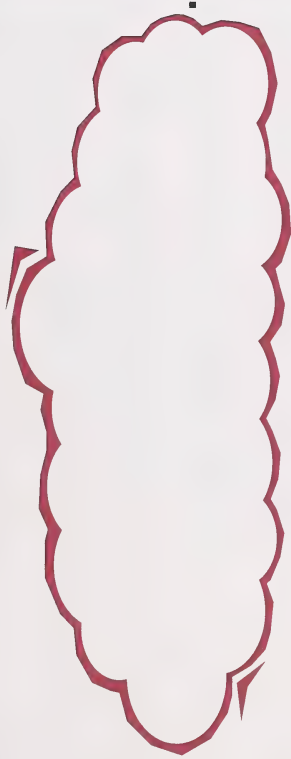
Can you see any right now?



Calendar Time

Look at your calendar. What is today's date?

Show today's date on the Calendar Wall.



Today's date is _____.

What was yesterday's date?

What will tomorrow's date be?

What day of the week was it two days ago?

Have the student answer the questions orally. The student may refer to the calendar to answer the questions.

Discuss today's forecast with the student.

Discuss the current weather with the student. Discuss if the weather forecast on Day 5 was accurate.

Tell the student that journal writing doesn't have to be restricted to writing about events. Encourage the student to talk about his or her feelings and thoughts and to write some of them.



What day of the week will it be in two days time?

Print today's weather forecast on the lines.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Today, you can try to write about your thoughts and feelings.



What do you think the pictures tell you about how this boy is feeling and thinking?

Think about when you started your day today and how you were feeling. Can you think about something that happened to you today or yesterday and how that made you feel?

Don't forget about your thoughts and feelings when you write in your personal journal.

You may want to share your writing with your home instructor when you finish.

Remember to print today's date at the top of the page.



Work on Module 1: Day 6.

Writer's Workshop



Take out the book *In My World*.

Turn to the poem "Washing Mugsy." Read the poem out loud.

Try to imagine what it would be like to wash a large dog that doesn't want to be washed. After reading the poem "Washing Mugsy," you know how difficult that can be.



Now that you have an idea of how to wash a dog, do you think you could write instructions how to do it? Circle **yes** or **no**.

Someone else may find your instructions very useful!

Have the student answer the questions orally. As the student answers each question, write the responses in the following chart. Discuss each step with the student of how to wash a dog. Ensure the student understands that the instructions have to be very detailed.

The title can be "How to Wash a Dog," "Instructions for Washing a Dog," and so on. Print the title on the chart. The student may answer that the dog should be washed outdoors because of the mess it might make. Under the title, write the tip telling where to wash the dog.

Elicit items such as a tub, dog shampoo, washcloth, water, a hose, and towels. Print those on the chart.

Write the steps or instructions on the chart as the student lists them.



What title could you use for your instructions?

Where do you think would be the best place to wash the dog? Why? Write that as a tip in case someone doesn't know how messy it can be!

You need to let the person know what materials they need to wash a dog.

What are those materials?

Discuss the instructions or steps to take to wash a dog. Then list them and read them out loud.

As you print the student's instructions, say what you are doing as follows: writing the title and the tip, listing materials required, writing in point form, beginning each numbered step with an action verb (for example: **fill** the tub with water, **put** the dog in the tub, **pour** the dog shampoo on the washcloth, and so on). When the chart is complete, review these points with the student. Tell the student that this is how instructions are written.

Title: _____

Tip: _____

Materials you will need:

Instructions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Have the student read over his or her instructions and discuss how they could be improved if need be.

Refer to the Home Instructor's Guide for instructions for this Enrichment activity.

Read over your instructions for washing a dog. Do you think they make sense? Circle **Yes** or **No**. If not, how can you make them better?



Enrichment (optional)

Now you can practise writing more instructions.

Words I Use Often

Look at the two words on coloured index cards. Say them out loud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for today's words.

Spelling

Here are the words from your Spelling
Pre-test on Day 3.

never under form
together large important

Print the six words on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

If your student could spell all
six words on the Spelling
Pre-test, have him or her
practise personally-chosen
words instead.

Small words within the larger words are as follows: to, get, and her in together; ever and eve in never; for and or in form; and port, or, tan, an, and ant in important.

Sometimes bigger words have little words in them. When you need help with a word, see if the word has a little word in it. Can you find little words in the ones you just printed?

Now read each word out loud. Does seeing little words help you with spelling the word? Circle  **Yes** or  **No** .



Take out the book *In My World*.

Open your reader to the poem “Washing Mugsy.” Read the poem silently.

Some bigger words with small words are as follows: **washing** (wash, ash, as, shin, in), **Mugsy** (mug), **doggy** (dog), **shampoo** (ham, am), **muddy** (mud), **ground** (round), **begin** (be, beg, in), and **garden** (den).

Find bigger words in the poem that have little words in them. Print the bigger words on the lines. Circle the little words in each word.

Open your reader to the story "A Hundred Million Kisses." Read the story silently.

Some of the bigger words are as follows: kisses, about, don't, doesn't, often, behind, everyone, sandpaper, kissing, instead, brother, inventor, eyelashes, butterfly, brushes, grandma, rubbing, sometimes, whispers, against, bedtime, just, scream, and along.

Find ten bigger words from the story that have little words in them and print them on the lines. Circle the little words in each big word.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

These are some words from the poem
“Washing Mugsy.”

begin doggy muddy over
matter clever

Read each word aloud. What is the middle
sound of each word? Circle the letter for
each word’s middle sound.

Both you and the student read
silently for ten minutes.

Have the student say the words
and circle the letter for the
middle sound. The letters are
g, g, d, v, t, v.



Refer to the Home Instructor's Guide for information about this activity.

You will be printing the consonants for the middle sounds of words.

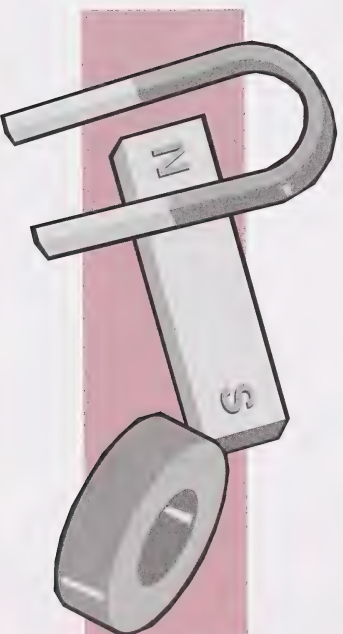


Do pages 11 and 12.

Magnetic Attraction



Take out your magnets.



On Day 2, you learned some things about magnets. Do you remember the names of the different magnets? Circle **Yes** or **No**.

Look at your magnets and their different shapes to help you remember. Print the names.

Magnets come in different shapes and sizes, yet each one has a special power. What is that special power?

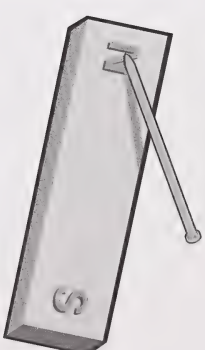
Have the student print the names of the magnets on the lines. They are horseshoe, ring, button, bar, alphabet, and block.

Have the student answer orally. The student should be able to tell you that a magnet can pick certain things up.

Have the student experiment using one of the magnets to try to pick up an object and then print the name of the object on the line.

Yes, a magnet has the power to pick certain things up!

Pick up one of your magnets and experiment with it.



Find one thing in your room that your magnet can pick up. What is it?

Your magnet and the object you found stick together. Your magnet picked it up.

The scientific word used for this is **attracts**. When a magnet picks up an object, it attracts that object.

Encourage the student to use the term *attracts* instead of sticks.

Print **attracts** on the line.



That is how you know if an object is a magnet. If it has power to attract certain things, it is a magnet.

The object you picked up is **magnetic**. You know an object is magnetic because it can be attracted by a magnet.

Talk about magnets attracting objects and magnetic objects.

Discuss the word *magnetic*.

Assist the student in completing the sentences using the word *attracts*.

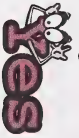

Have the student answer in a full sentence. The student should write an answer similar to the following: The object I picked up is magnetic because it is attracted by a magnet.

Fill in the lines to tell about magnets.

An object is a **magnet** if it _____

An object is **magnetic** if it _____

Is the object you picked up magnetic?

Circle  **Yes** or  **No**. How do you know?

Useful Magnets

In Day 2, you were asked to find objects that use magnets. Can you remember some? Write one object that uses magnets.



Complete Day 6: Assignment 8 in your Assignment Booklet.

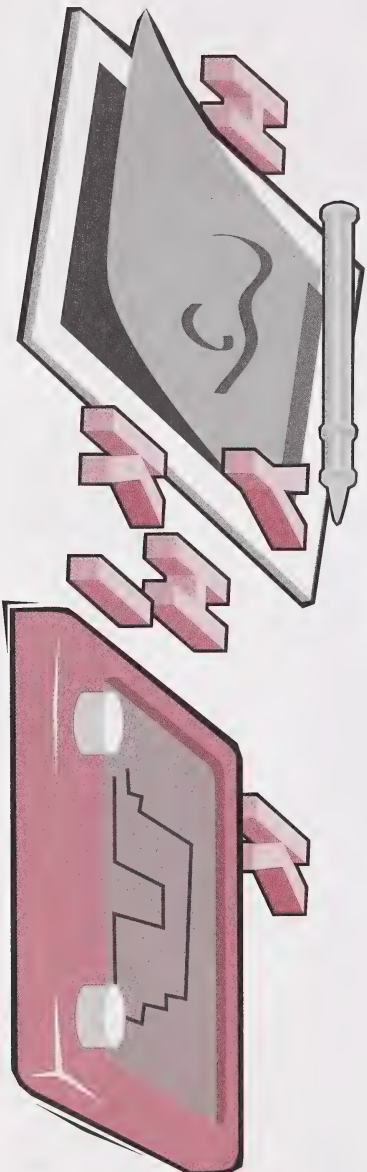
Magnets are found in many objects around your home.



Have the student recall the items that contain magnets he or she discovered in Day 2. Have the student print the name of one object on the line. Objects may include refrigerator magnets, paper-clip holders, toys, can openers, VCRs, cabinet fasteners, purse clasps, telephones, motors, generators, computer discs and drives, magnetic games (such as magnetic marbles), magnetic earrings, and so on.

Many toys have magnets in them, too. Some of these toys are

- magnetic board games
- drawing boards
- magnetic letters and shapes



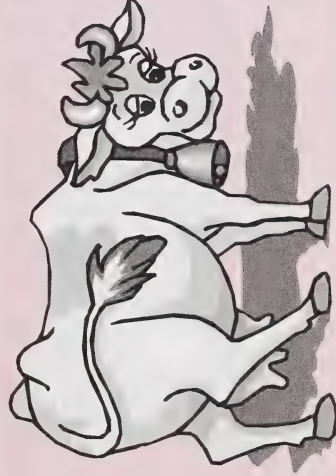
You can even buy magnetic earrings. There are two parts and both have little magnets in them. You put one part behind your earlobe and the other part in front of your earlobe.

The two magnets are attracted to each other and stay in place. You don't even have to have your ears pierced!

Magnets have so many uses. They help people in many different ways.

Did You Know?

Farmers sometimes have magnets put into their cows' stomachs. The magnet stays in the stomach and attracts any bits of wire the cow might accidentally eat. That way, the wire stays in the stomach and doesn't go into other body parts that can hurt the cow.



Read the text in the "Did You Know?" box aloud as the student follows. Discuss the text.

Have the student print the answer on the lines. Discuss where to find resources about magnets, such as the library, the Internet, or reference books, such as encyclopedias or science books.

Review where not to keep magnets. Magnets should never be kept near computers, computer discs, VCRs, televisions, or cassette tapes because they may damage them.

Discuss how important it is to never drop a magnet and, also, to store it with its keeper.

It is important that the magnets are stored carefully and kept together in the box as they will be used many times.



Where could you look to find out more about magnets and their uses?

Before you put your magnets away, review how to care for them properly. There are some things you should never put a magnet on or near. Do you remember what they are?

Why should you never put a magnet near these objects?

Now that you know about the proper storage of magnets, put them away in your box.

Looking Back

What part of the day did you like best? Why?

Was there anything you didn't like doing?
What was it? Why didn't you like doing it?

What did you learn about magnets today?

Story Time

Find a favourite spot, relax, and enjoy the story!

Turn to Assignment Booklet 1A and complete Day 6: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

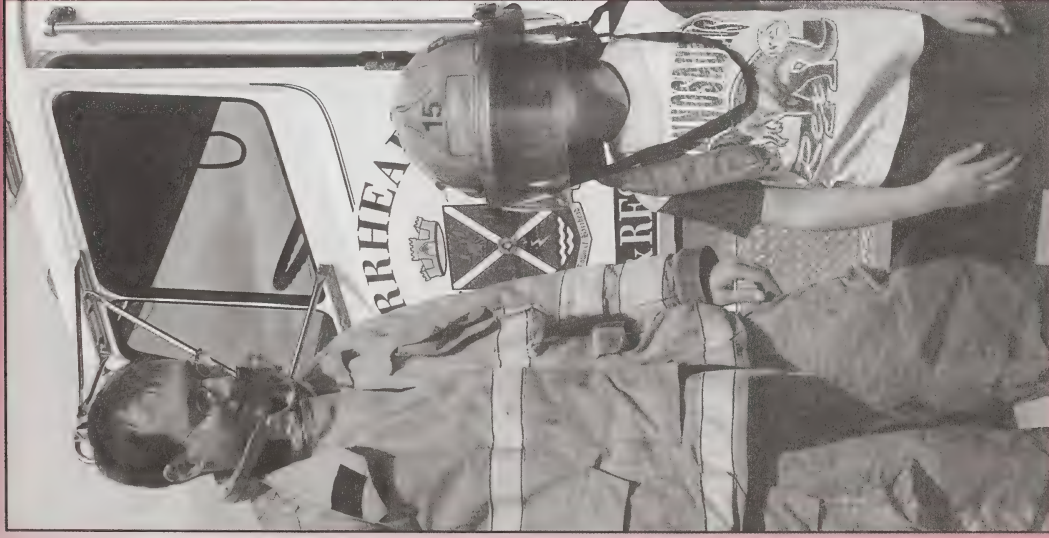


Day 7: I Can Help My Community

You know adults help in a community.

Did you know that there are many things you can do to help out as well? Circle  **Yes** or  **No**.

You're going to talk about the ways you can help.

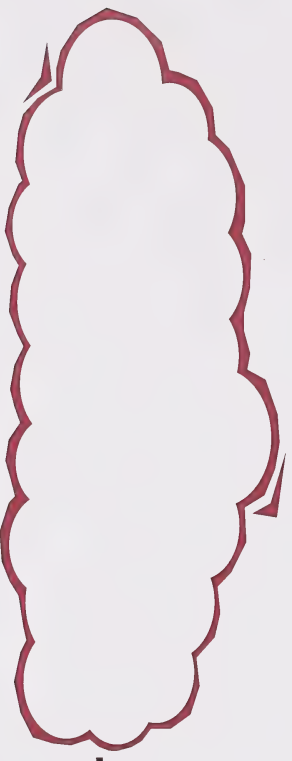


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What will the date be in three day's time?

What day of the week was it three days ago?

With the student, think of new words to describe the weather, such as balmy, warm, hot, mild, cold, sleety, hazy, foggy, drizzly, icy, sloppy, gloomy, frosty, freezing, cool, calm, humid, chilly, stormy, and so on. Discuss the meaning of the words with the student.

Encourage the student to use the new words when describing the forecast.

What are some new words you can use to describe weather? Print the new words on the lines.

What is the weather forecast for today?
Remember to use some of the new words.

Print today's forecast on the lines.

Weather forecasters frequently give the forecast for several days. When listening to the daily forecast, have the student listen to the next day's forecast as well.

Discuss the current weather with the student.

Did the weather person on the radio or television talk about the weather forecast for tomorrow as well? Circle **Yes** or **No**.

If so, what is it? Tomorrow morning, listen to the day's forecast as well as the forecast for the next day.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.





Work on Module 1: Day 7.

Music and Movement

Review



Listen to “Count and Move.”

Create your own moves and move to the beat!

Do you like using your voice?

Circle **yes** or **no**.

You get to use your voice in a fun way in a vocal warm-up.



Play “Count and Move” from *Music and Movement in the Classroom* CD #1. Encourage your student to create new movements for a second playing.

Have the student perform a vocal warm-up by making a sliding sound that moves from a low pitch to a high pitch and back to a low pitch again. Do this several times. Ensure the student’s voice moves from a low pitch to a high pitch and then back to low. Encourage the student to breathe from the abdomen rather than the upper chest.

Refer to the Home Instructor's Guide for more information.

First listen to the song "Say Hello" from *Music and Movement in the Classroom* CD #1 and follow the words in the booklet. Then sing along and dramatize the movements in each line.

Follow the words in the booklet to the song "Say Hello." Then sing along with the children on the tape.

Helpful Hint

Sometimes people yell when they sing. You don't want to do that.

When you sing, **smile**. It may make your voice sound more pleasant.



Reading Time

Do you have a dog? Circle  **Yes** or  **No**.

If you don't have a dog, think of a dog you know. It could be a friend's dog, a neighbour's dog, or even a pretend dog.

Encourage the student to talk about a dog he or she knows and all the things it can do, such as chase a stick, catch a ball, bark loudly, and so on.

What are some of the things the dog can do?

Dogs can be funny or brave and they can do unusual things.



Take out the book *In My World*.



Turn to the poem "Washing Mugsy." Look at the illustrations on page 11 and 12. How many people are washing Mugsy?

What kinds of tools are they using to wash Mugsy?

Discuss the questions orally with your student. The student should easily recall that washing Mugsy took more than one person.

The tools illustrated are shampoo, sponge, brush, comb, tub, and hose.

The children are feeling frustrated and maybe disappointed. Mugsy shakes all over and gets them wet, and he rolls on the ground and gets dirty.

Discuss that combing, brushing, clipping hair and nails, cleaning ears, and so on are all part of *grooming*.

Read the poem out loud.

Look at the illustrations on page 12. How do you think the children are feeling at the end of the poem?

What is making them feel that way?

On Day 6 you wrote instructions for washing a dog. Washing is only a part of proper grooming for a dog. **Grooming** means taking care of personal appearance. What are some other things you would have to do to groom a dog?

Can you think of jobs people have in your community that involve caring for dogs and other pets? Talk about these with your home instructor.



Where might Mugsy's owners take him for his next bath?

Your student might mention veterinarians, pet-store owners, kennel owners, and groomers.

Lead the student to conclude they might take him to a groomer.

Discuss with the student that a *groomer* would wash, brush, comb, clip, cut hair and nails, clean ears, and so on. Some of the tools would be a special sink, restraints and holding pens or kennels as well as the combs, brushes, shampoos, clippers, and scissors.

Yes, they could take him to a **groomer**.

What are some things a groomer might do?

What are some tools a groomer might use?

If Mugsy were to become sick or get hurt, where might his owners take him?

Yes, they would take him to a **veterinarian**.

Print **veterinarian** on the line.

Do you know what a veterinarian, or vet, does? Why do you think a veterinarian and a groomer are important people to have in a community?

Discuss the kind of work a veterinarian does. Tell the student that a veterinarian is a doctor for animals.

New Words

Read these words from the poem “Washing Mugsy” aloud.



Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

The words, in order, are with, off, when, and time.

Use the new words to complete the following story.

Toni went _____ her dog
Skipper, for a walk in the park. Skipper ran
_____ into the woods
_____ Toni dropped the
leash. When it was _____ to
catch Skipper, Toni had to run fast.

What are the little words in **off**, **with** and **when**? There are two little words in **when**.



Take out four white index cards.

Print the four new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

The little words are as follows:
of in **off**; it in **with**; **hen** and **he**
in **when**.

If there are any other words from the poem “Washing Mugsy” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Journal Time



Take out your journal. Turn to the Reading Response section.

Always remember to print the day's date at the top of the page.

Today you will write about the poem "Washing Mugsy." Use the following sentence starters. Copy the sentence starters into your journal and then finish each one.

- I liked/didn't like this poem because . . .
- The part I liked best was . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student copy the sentence starters in his or her journal and complete the thoughts.

- The part I disliked most was . . .
- I liked the illustration on page _____ because . . .

Making a Collage

Do you know what a **collage** is?

Circle  **Yes** or  **No**.

A collage is a collection of items that are connected in some way. They are arranged and displayed on a strong piece of paper.

You're going to make a collage of pets.

Explain that a *collage* is an art form in which pieces of material (paper, fabric, pictures) are arranged and glued to a backing.

Give the student a variety of old magazines, calendars, and catalogues. He or she will cut out different pictures of pets and make a collage out of them called "The World of Pets." If the student prefers, he or she can give the collage a different title. See the Home Instructor's Guide for more information about a collage.

Look through all the material your home instructor gathered for you. Cut out pictures of animals that can be pets.



Arrange your pictures on a sheet of paper until you are happy with the way they look. The pictures should touch and even overlap each other. Talk with your home instructor about how a collage displays items. Then glue each picture onto the paper. Think of a title and print it at the top.

Break for lunch.



Silent Reading

Enjoy your reading time!

Spelling

In your Assignment Booklet, you will write sentences using each one of the spelling words.

Example:

I never eat liver.

It is time for both you and the student to read silently for ten minutes.

Refer to the Home Instructor's Guide for information about this activity.

Review the rules with the student.

Do you remember to follow these rules for writing?

- Begin each sentence with a capital letter.
- Use a capital letter for the proper names of people and places.
- Use a period, question mark, or exclamation mark to complete each sentence.
- Use quotation marks when someone is speaking.



Complete Day 7: Assignment 9 in your Assignment Booklet.

Fun with Phonics

Read these lines from the poem "Washing Mugsy" aloud.

And no matter how clever we try to get,
Mugsy gets dirty and we get wet !



Listen to the word your home instructor says. What is the letter that makes the middle sound? _____

Do not let the student look at the sentences after he or she reads them.

Say the underlined word and have the student print the letter that makes the middle sound. (g is correct.)

Then say the circled words and have the student print the letter that makes the beginning sound of each word (m, d, g).

Finally, say the words in boxes and have the student print the letter that makes the ending sound of each word (d, r, t).

Refer to the Home Instructor's Guide for information about this activity.

Now listen to these words. What letter makes the beginning sound of each word? _____

Now listen to the words to find the letter that makes the ending sound of each word? _____

Now, you will be reviewing the consonants for the beginning, middle, and ending sounds of words.



Do pages 13, 14, 17, and 18. Make a fold-up book from pages 15 and 16.

After you make the book, print your name on it and read it aloud.

Review how adults help and serve in the community they live in. Discuss ways children may help, also.

Community Helpers

People help their community in many different ways. Everyone is needed and is important in a community.

There are many different ways people can serve their communities. You talked about some of the ways in Day 5. Adults serve the community they live in by doing certain kinds of jobs, or occupations.



The student thinks of five adult members of his or her community. Discuss with the student each person's occupation and why it is important to the community. Talk about people serving their community in the work they do.

Think of five people in your community and the occupations they have. Why do you think the work they do is important to the community?



Complete Day 7: Assignment 10 in your Assignment Booklet.

How You Can Help

You listed jobs adults do to help people in your community. There are things you and your friends can do to help others in the community as well.

Think of how you can help members of your community. Your friends, family members, and neighbours are some of the members of your community.



With the student, brainstorm ways of helping, such as visiting sick friends, shovelling snow, raking lawns, fixing something for a friend or family member, being a companion to a senior, going to the store for someone who can't, walking a dog, keeping the community neat and tidy by picking up garbage on the sidewalks, and so on.



Complete Day 7: Assignment 11 in your Assignment Booklet.

Refer to the Home Instructor's Guide for information about this activity.



Take out a sheet of unlined paper.

Draw and colour a picture showing you or someone your age being helpful in your community. Below the drawing write what that person is doing to help. When you finish, put your name at the top.



You will send your drawing to your teacher on Day 9.

Looking Back

What was the most difficult thing that you did today? How could you make that activity easier next time?

Discuss the activity that the student felt was most difficult. Next time, more practice, planning ahead, and trying a different method may make it easier.

What can you do next day to learn more?

Think about a plan that will help you become an even better student.

What would be a good plan for you?

Story Time

Find a favourite spot, relax, and enjoy the story!



Brainstorm ideas together for becoming a better student, such as paying closer attention, following the rules in the charts on the wall, and so on.

Turn to Assignment Booklet 1A and complete Day 7: Learning Log. Have the student include his or her comments.

Continue reading the story that you have been reading together.

Sharing Time

It's sharing time. Choose something you did today that you would like to share with a friend or family member.

You might ask a friend or family members to sing the song "Say Hello" with you.





Day 8: We All Have Needs

There are things every member of your community needs.

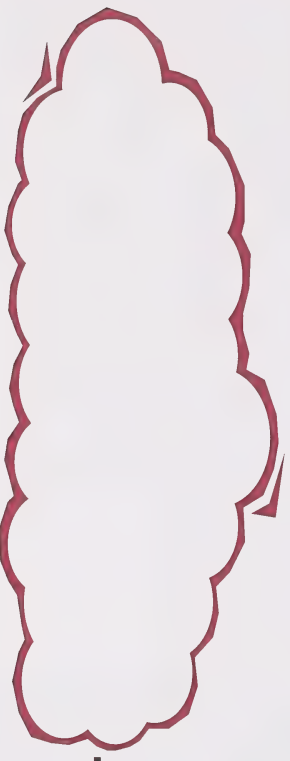
You're going to learn what they are and how you meet them.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What month is it currently?

What is the name of the month that comes before this one?

What is the name of the month that comes after this one?

Print today's weather forecast on the lines.
Remember to use some of the new words from Day 7 to describe the forecast.

Discuss the answers with the student while checking the calendar together. Assist with the printing if necessary.

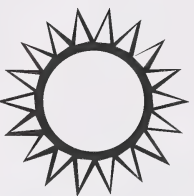
Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



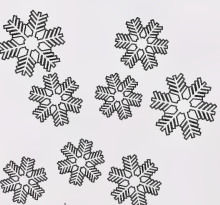
cloudy



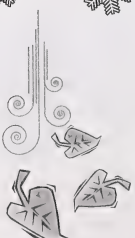
sunny



rainy



snowy



windy





Work on Module 1: Day 8.

Words I Use Often

Refer to the Home Instructor's Guide for today's words.

Look at the two words on the coloured cards. Say them out loud. Work on these words with your home instructor. Then tape them on the Word Wall.

Reading

Can you recall when you've done something new? Was it something like moving to a new home, making new friends, or meeting someone new? Circle  **Yes** or  **No**.

How did it make you feel? Were you scared, happy, worried, or excited?

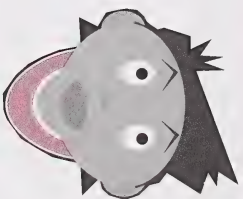
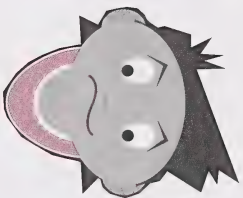
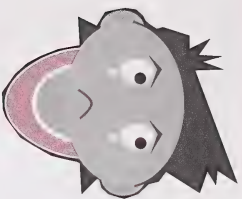
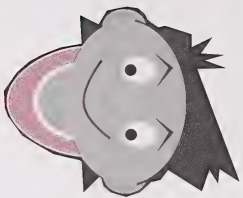
Read each of the following sentences. As you read each, think of the feeling you get. Point to the face that matches that feeling.

Remind the student of the new plan set during Looking Back in Day 7.

Encourage the student to talk about a new experience and how it made him or her feel. The student may use words, such as *excited*, *worried*, *sad*, *afraid*, *happy*, and so on. As the student mentions a feeling, print that feeling under the matching face on the following page.

Do this activity with the student, pointing to the faces to match how you feel as well. The student will see that his or her feelings are not uncommon.





Your dog ran away from home.

You got a new bike.

You are going to walk to the store by yourself.

You dropped your ice-cream cone in the dirt.

A new babysitter is coming to babysit you tonight.

There are no more cookies left in the cookie jar.

Have you ever had a babysitter?

Circle **Yes** or **No**.

How did you feel when you met your first babysitter or when you had to change babysitters?



Take out the book *In My World*.

Turn to the Contents page.

On what page will you find the story

“My New Babysitter”?

Turn to page 13 now.

Assist the student if necessary.

Have the student talk about his or her experiences with babysitters and whether they were good or bad experiences.

Have the student print the answers to the questions on the lines.

Print the name of the author of "My New Babysitter."

Print the name of the illustrator of "My New Babysitter."

Look at the title of the story and the picture on page 13. What do you think might happen?

As you are reading the story, think about how you would feel if you were the boy.

Read page 13 out loud.

Have the student read each page and answer the questions orally.

How is the boy feeling?

What pattern is on his old babysitter's couch? What is it on the new babysitter's couch?

Look at the illustration on page 14. Read page 14 out loud.

How is the boy feeling as he is eating his Popsicle? How do you know that?

What line tells you he is beginning to change his mind?

Look at the illustration on page 15. Read page 15 out loud.

The boy is feeling sad, angry, and upset.

Elicit the boy is angry and unhappy because his face shows it.

He is beginning to change his mind when he says, "Wait a minute"

The boy is feeling better about his babysitter. You can tell by his expression.

She waves to him and she put a bandage on his knee.

The boy is happy and likes his babysitter now. You can tell by the expression on his face and his body language.

He wonders if there will be any brownies left for tomorrow.

After the student rereads the story, have him or her read a favourite part to you.



How does the boy feel about his babysitter now? How do you know?

What things does she do for him that he likes?

Look at the illustration on page 16. Read page 16 out loud.

Now how does the boy feel about his babysitter? How do you know?

What does the boy wonder about?

Now read the story again, this time silently. Pick a part that you liked best. Read it to your home instructor.

Look at the **After Reading** chart on your wall and answer the questions about “My New Babysitter.”

Journal Time



Take out your journal. Turn to the Reading Response section.

Always remember to print the day’s date at the top of the page.

To help you write, think about the story “My New Babysitter,” use the following sentence starters. Copy the sentence starters into your journal and finish each sentence.

Go over the questions on the “After Reading” chart and have the student answer each one. Why didn’t the boy like the babysitter in the beginning? What events happened that changed the boy’s mind about the babysitter? Were the boy’s feelings the same or different from the feelings you have experienced?

Discuss each sentence starter with the student and his or her response to it.

- I liked/didn't like this story because . . .
- The title tells about . . .
- The words I liked the most were . . .
- I liked the illustration on page ____ best because . . .
- The boy changed his mind about his new babysitter because . . .

New Words

These words are from the story "My New Babysitter." Read them aloud.

any

maybe

new

place

special

Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say** – **cover** and **see** – **write** – **check** way of learning to spell these new words.

Read each of the following sentences aloud. Use one of the five new words to complete each one.

The answers are **new**, **any**, **special**, **maybe**, and **place**.

1. Jared got a _____ goldfish for his fish tank.
2. Are there _____ brownies left?
3. My babysitter makes me feel _____.
4. _____ I will play with my little brother.
5. There is only one _____ I like to sleep, and that's in my bed.

Which letters begin the words **any**, **maybe**, **new**, **place**, and **special**? Print the letters in the white clouds.



Say the sound each letter makes.

From the story "My New Babysitter," find two words that begin with each of the letters in the following chart. Write them and then ask your home instructor to check all your work on this page.

a	m	n	p	s



Complete Day 8: Assignment 12 in your Assignment Booklet.



Take out five white index cards.

Print the new words on the cards.

After practising them, put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Break for lunch.



If there are any other words from the story “My New Babysitter” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Fun with Phonics

These are words from the story "My New Babysitter." Read them aloud.

had at orange stands

and glad

Which vowel is in every word? ____

Circle the **short a** vowel in each.

Have the student print the vowel that is in every word (a).
Tell the student that each word has the "short a."

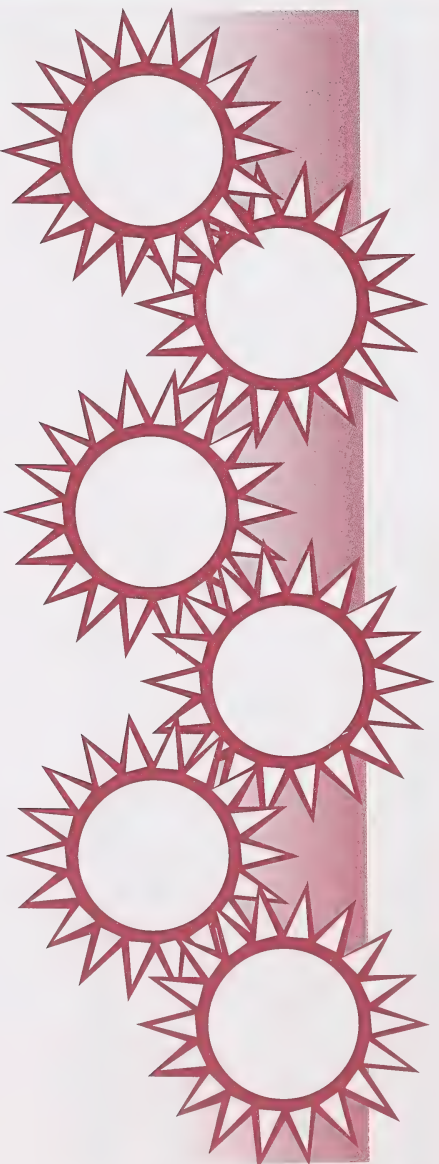
Have your student think of six other words that have a short a sound, such as cat, mat, ram, car, camp, lamp, and, back.

Refer to the Home Instructor's Guide for information about this activity.

Read page 19 aloud to the student. Have the student follow the instruction and answer the question.



Think of some other words that have a **short a** sound. Print them in the shapes.



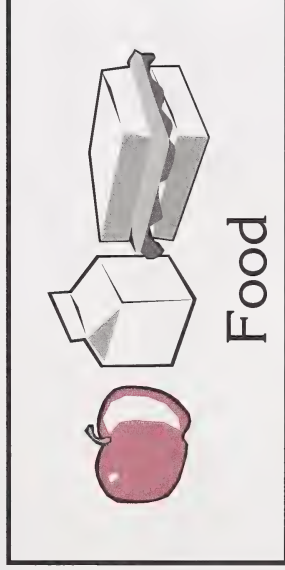
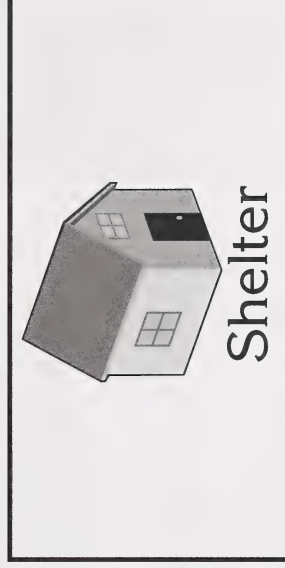
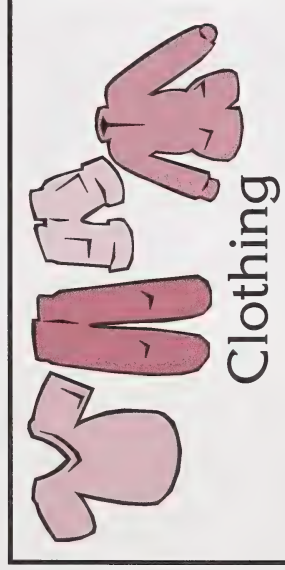
You will be working with words that have the **short a** vowel sound in them.



Do pages 21 and 22.

Things You Need

Look at the pictures in the boxes. Read the words under each picture out loud.



Which of the above do you need? Why?

The student should answer that he or she needs all the things in the boxes. Discuss with the student why these are important.

If you said you need all these things, you are right.

You need

- **food** to stay alive
- **clothing** to keep you warm or cool
- **shelter** to keep you dry and warm, to sleep and eat, and to be with your family
- **affection** to keep you happy and feel safe

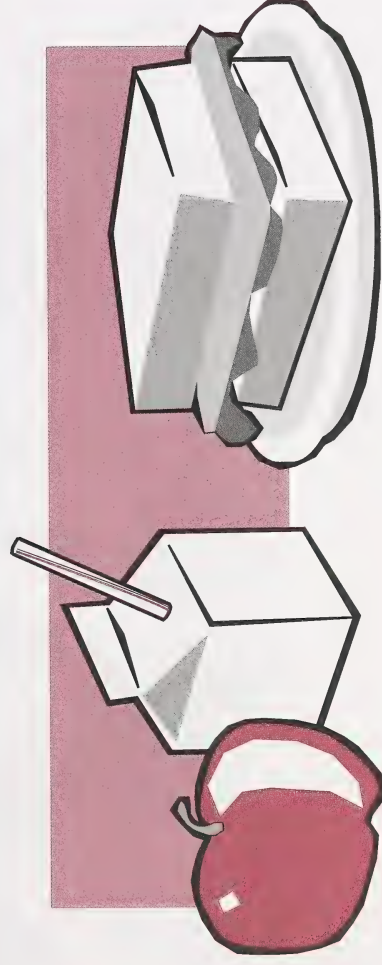
Have the student answer all the questions orally.

Discuss the four needs. Everyone has these same needs and for the same reasons the student has. Help the student realize that all people the world over have similar needs.

Are these things needed by everyone in your community? everybody in Canada? everyone in the world? Circle **Yes** or **No**.
Why or why not?

Yes, these are needs that everyone in the world has.

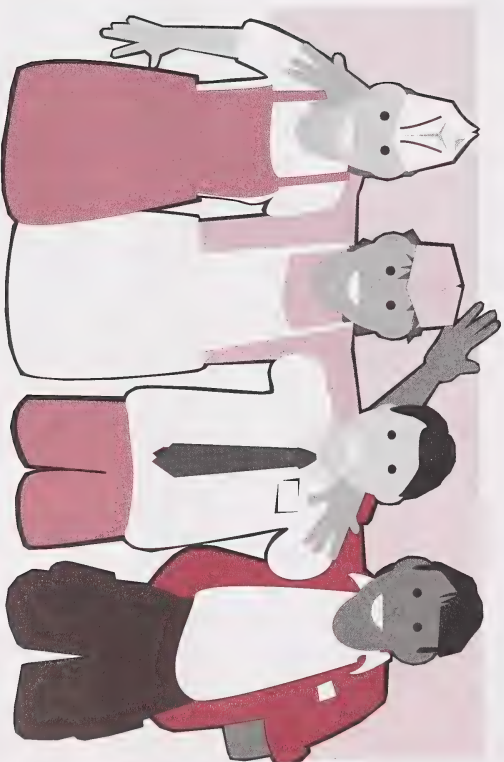
Think about the food you eat.



People get food from grocery stores, the bakery, the market, and so on.

You know that everyone needs food to live.
Where in your community can you get food?

Do you remember the different occupations that people have? Circle **Yes** or **No**.



Think of some people who work to help you meet your food needs. Name their occupations.

Think about the clothes you wear.



You know that everyone needs clothes to stay warm or cool. Where in your community can you get clothes?

Discuss the various occupations people have that deal with the food industry. Have the student see that meeting food needs involves many people in many different occupations. The food industry includes occupations such as the following: bakers; butchers; truck drivers who bring the food from warm places (fruits and vegetables in the winter), milk from dairies, dry goods, and so on; bakery and grocery-store owners; managers; sales help; farmers who grow grains and other crops; dairy farmers; ranchers; people who work in packaging plants to make the containers for food; and so on.

You get clothes from stores, people who make clothing (seamstress and tailor), and so on.

Discuss the various occupations people have that deal with the clothing industry. Have the student see that meeting the clothing need involves many people in many different occupations. The clothing industry includes occupations such as the following: owners, managers, and clerks in clothing stores; truck drivers who deliver the clothes to the store; people who make the clothes; people who grow cotton for the clothes; farmers who raise sheep to make wool; people who raise silkworms to make silk; people who work on ships that deliver material from around the world; and so on.

Think of some people who work to help you meet your clothing needs. Name their occupations.

Think about the home you live in.

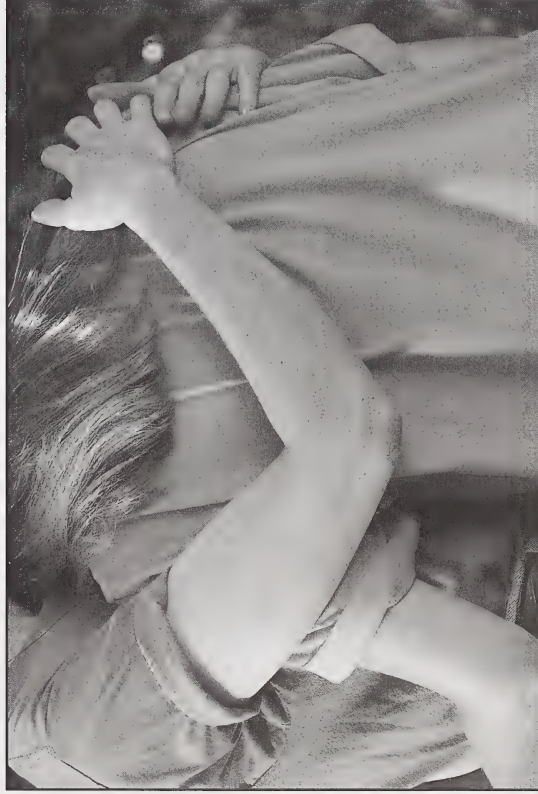


A home gives you shelter.

You know that everyone needs to have a place to live to keep warm and dry, to be safe, and to be with their family.

Think of people who work to help you meet your shelter needs. Name their occupations.

Think about the affection you receive.



Discuss how a home gives shelter. List the ways it does this (keeps you dry, warm, and safe).

Discuss the various occupations people have making homes. Have the student see that meeting shelter needs involves many people in many different occupations. Some occupations in the industry that makes housing include the following: loggers and lumberjacks in the lumber industry; the people who work in offices in the lumber industry; real estate people who help others buy and sell their homes; carpenters; plasterers; plumbers; electricians; cement pourers; people who make and sell windows; furniture makers and the people who sell furniture; and so on.

Stress that affection may be shown in many different ways.

Affection may be felt at home with family, with a friend the student feels close to, with relatives (like grandparents and cousins), extended family, and so on.

Besides many special interest and recreational groups, there are numerous support groups that provide a sense of belonging. Discuss the many groups available in your community.

You know that everyone needs affection to live. Where in your community can you feel affection?

You have talked about many different occupations. Did you know there were so many people doing so many different kinds of work?

All these people work in communities to help people to meet their needs.

Choose **two** needs. Then think of someone that works in an occupation to meet each need. You will draw those people at work in your Assignment Booklet.



Complete Day 8: Assignment 13 in your Assignment Booklet.

Looking Back

Think back to the plan you set in Day 7. Were you able to do what you set out to do?

What was the most fun thing you did today?

Is there something you would like to work on to make better? What is it?

Assist the student in matching an appropriate occupation that helps meet each of the two needs selected. The student may use the occupations listed in the lesson.

Remind the student of the goal set during Day 7. Discuss how he or she was able or unable to carry out the plans. If necessary, reset the goal for the next day.

Turn to Assignment Booklet 1A and complete Day 8: Learning Log. Have the student include his or her comments.



Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

If necessary, help the student review the activities and choose one.



Day 9: I Can Show How I Feel

Everyone has many different feelings every day.

You do, too.

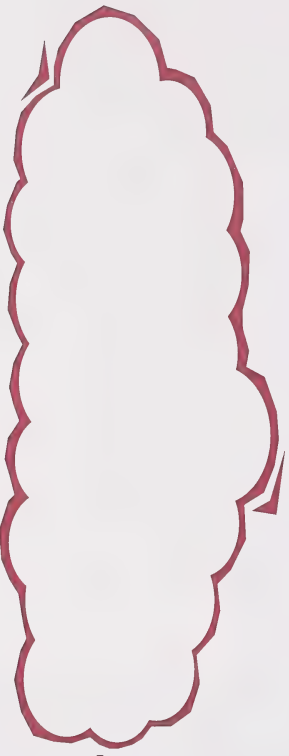
You're going to talk about some of the many feelings there are.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What day of the week will it be in three day's time?

Have the student print the answers to the questions. Assist if necessary.

What day of the week was it three day's ago?

Print today's weather forecast on the following lines. Try to use some of the words from Day 7 to describe the forecast. Remember to use the new words from now on.

Discuss today's forecast with the student using the vocabulary from Day 7.

What is tomorrow's forecast?

Discuss the current weather with the student.

Have the student discuss a special event or something interesting he or she would like to write about.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Tell your home instructor something special that happened in the last two days that you would like to write about. It can be about an activity you did, something you read, or something about your friends or family.

When you are ready to write, remember to print today's date at the top of the page.

Write two or three sentences about what you talked about. You may write more if you like.

When you finish, share your writing with your home instructor if you wish.



Work on Module 1: Day 9.



Compound Word Fun



Take out the book *In My World*.

Have the student print the two small words that make up the compound word. Go over the example with the student. The two words in each of the compound words are as follows: **baby** and **sitter**; **side** and **walk**; **band** and **age**; **may** and **be**; and **good** and **bye**.

Read over the compound words listed and discuss the smaller words.

The following words are taken from the story "My New Babysitter." Print the two smaller words that make up each word. The first one is done for you.

babysitter **baby** **sitter**

_____ + _____

sidewalk _____ + _____

bandage _____ + _____

maybe _____ + _____

goodbye _____ + _____

The big words are called **compound words**. That means they are made by joining two or more little words.

Go back to the story "A Hundred Million Kisses." Look through it to find five compound words. Print the compound word first and then the two small words beside it.

_____	+	_____
_____	+	_____
_____	+	_____
_____	+	_____
_____	+	_____

Discuss the meaning of *compound words*.

Tell the student to look through the story "A Hundred Million Kisses" to find more compound words and print them on the lines. (Some compound words in the story are **everyone**, **sandpaper**, **eyelashes**, **butterfly**, **Grandma**, **sometimes**, and **bedtime**.) Then have the student print the two words that make up each compound word. Assist if necessary.

Show the student how to make new compound words. Use sidewalk as an example. Other examples are as follows: sometimes, something, somewhere, someone; everyone, everybody, everything, everywhere. Have the student use the smaller words in the compound words from the two stories.

Look at all the compound words you found in the stories. Choose **two** of the small words from the compound words you found. Use each to make other compound words. For example, the little word **side** from **sidewalk** could make the following compound words.

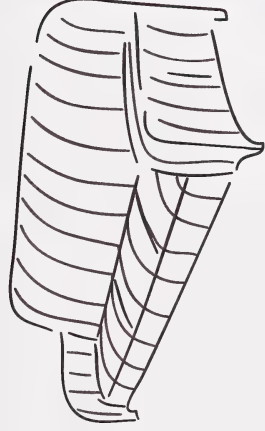
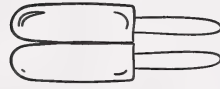
New Compound Words

sidewalk	_____	_____
sideshow	_____	_____
sidecar	_____	_____
sideline	_____	_____
sideways	_____	_____

Reading

Read the story “My New Babysitter” silently.

Think of all the reasons the boy had for liking and for disliking the babysitter.



Have the student reread the story “My New Babysitter,” keeping in mind the reasons the boy began to change his mind about his babysitter. Encourage the student to think beyond what is stated in the text and to suggest reasons that he or she thinks the boy may have had. For example, maybe the boy was afraid of new things or was shy of new people.

Have the student read the headings in the chart. Print the reasons under the appropriate heading as the student says them.

The reasons given in the text for disliking the babysitter are as follows:

- Her couch has stripes.
- He doesn't have a special place on the carpet.
- She doesn't have a special cup for him.
- She buys purple Popsicles instead of orange ones.

Have the student include inferred reasons as well.

The reasons given in the text for liking the babysitter are as follows:

- He likes purple Popsicles after all.
- She put a bandage on his knee.
- She gave him a hug and she waves at him.
- She baked chocolate brownies.
- She kissed him goodbye.





Fill in the following chart.



Reasons the Boy Disliked the Babysitter	Reasons the Boy Liked the Babysitter

Pantomime

Do you know what **pantomime** means?

Circle  **Yes** or  **No**. When people do a pantomime, they are showing actions or feelings, all without talking.

Do you think you can show feelings just by the expressions on your face?

Circle  **Yes** or  **No**. Can you show feelings by using your hands and body?

Circle  **Yes** or  **No**.

Explain that *pantomime* means showing how a character feels through action and without talking. Encourage the student to show feelings without talking by using facial expressions, gestures, and body language. Have the student experiment with various feelings using pantomime.

You can show excitement just by using your face and body. Try to show being sad, then angry, and then happy.



Listen to the reading of the story “My New Babysitter.” Pretend you are the boy. Show what is happening and how you are feeling using pantomime (just using your face and body).

Read the story “My New Babysitter” to the student. Encourage him or her to be expressive using facial expressions, gestures, and body language. Have the student pantomime the actions as well (eating a Popsicle, licking the bowl, and so on).

Music and Movement

Do you remember the letter symbol musicians use to mean soft?

Do you remember the letter symbol musicians use to mean loud?



Sing the song "Say Hello" along with the children on the tape.

How does the song "Say Hello" make you feel? How does it do that?

Listen to the song again. Take turns with your home instructor singing each part.

Have the student print the answers in the notes. The letter p is the symbol for soft. The letter f is the symbol for loud.

Play the song "Say Hello," from the *Music and Movement in the Classroom* CD #1. Do the vocal warm-up and then sing along with the student.

Refer to the Home Instructor's Guide for further information about this activity.

Have the student answer orally. Accept any answer. The student may feel happy, glad, and so on because the words are happy words and the children singing the song sound happy.





Shake hands with your neighbours.

Listen carefully to the words of the song. Think of ways that show what the words mean.

Can you think of something people can do when they are feeling sad, or angry, or are upset?



Have the student answer orally. People can sing a happy song, like this one, to feel better.

Writer's Workshop

Think of things you like. Then think of things you **really** like. What are some of those things?



Recall the boy in the story “My New Babysitter” going from not liking his babysitter, to liking her, and then to really liking her. Discuss the difference between liking something and really liking something. Brainstorm ideas. For example, the student might say, “I like pizza because it tastes so good,” or “I really like hiking with my family because we have lots of fun together.”

On a board or sheet of paper, write the sentence frames just like the sentence frame on this page. To model the writing for the student, fill in the sentences, explaining your thinking as you do.

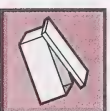
Fill in the following sentences. Don't forget to put capital letters and periods where they belong.

I like _____

because _____

I really like _____

because _____



Take out your wax crayons, watercolour set, and paintbrush.



Take out a sheet of paper.

Think of something else you like and really like and explain why.

Draw and colour using wax crayons pictures of things you like and really like.



Have the student write another example of liking and really liking something on a sheet of paper. Then he or she can draw pictures to accompany the writing.

Explain *crayon resist* to the student: a picture made with wax crayons and covered with a wash of watercolour paint. The paint will not cover the wax, only the paper not coloured, since wax repels water. This gives an interesting effect to the picture and helps the student see one way of creating a background.

Have the student plan the drawing, then draw and colour it. Using watercolours, the student then paints, for example, the sky blue and the ground green.

Both you and the student read silently for ten minutes.

To make your pictures really interesting, make a **crayon resist**.

This is how to make a crayon resist.

1. Draw a picture.
2. Colour it with wax crayons.
3. Paint over the picture with watercolours.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read each word aloud. Circle the vowel in each word.

mat bat lamp ax cat ram camp

What is the vowel? Print it in the moon.



Think of four other words that have the **short a** sound. Print them in the bats.



Refer to the Home Instructor's Guide for information about this activity.

You will be working with more words that have the **short a** vowel sound.



Do pages 23 and 24.

I Have Feelings, Too

This morning you did a pantomime that showed the different feelings the boy in the story "My New Babysitter" felt.

You have many different feelings every day too. Think of all the types of feelings that you've had.

List some of your feelings.

Pantomime one of the feelings from your list. Think of a time when you felt like that. How would you show that feeling?



Complete Day 9: Assignment 14 in your Assignment Booklet.

Brainstorm with the student the types and ranges of feelings the student has had. Think of situations where the student might experience a wide variety of feelings. Discuss these with the student. Some feelings may include sad, happy, scared, worried, excited, confused, angry, frustrated, jealous, and so on. Write the feelings on the lines as the student recalls them.

Assist the student in thinking of a situation where one of the feelings occurred. Discuss the situation and how the student can pantomime the feeling it produced.

Refer to the Home Instructor's Guide for information about the assignment.

Have the student answer the questions on the lines. A magnet attracts certain things and a magnetic object can be attracted by a magnet. Try to encourage the student to use the word *attracts* rather than *sticks*. If the student does not recall what a magnet or magnetic object is, review Day 6.



Will It Stick?

Do you remember what a magnet is?

Circle **Yes** or **No**. If you don't remember, check back on Day 6.

What is a magnet?

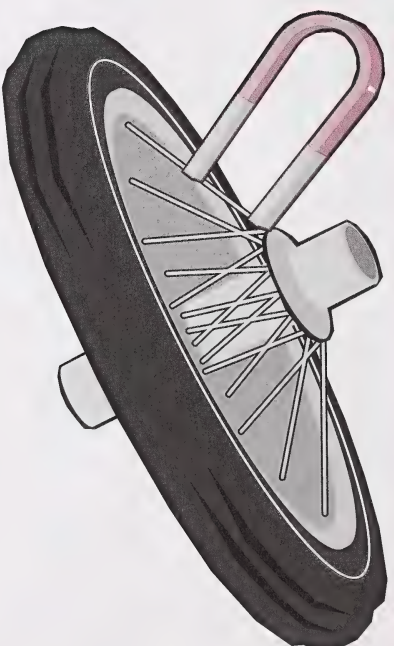
What is a magnetic object?

Have the student look for magnetic objects in the room and around the house.

Take one of your larger magnets and find as many magnetic objects in your room as you can.

What did you find that was attracted to your magnet? List the magnetic objects.

Have the student experiment with larger objects, such as a bike, to find magnetic parts.



Try the magnet on larger objects. See if any parts of the object are attracted to the magnet. Sometimes just part of a larger object will be magnetic.

You have now discovered that some things are attracted to your magnet.

Look at the set of objects in front of you. Predict which ones will be attracted or not attracted to your magnet. Print the names of the objects in the circles.

Attracted

Not Attracted

Now test each object with your magnet to see if your predictions were right.

Place twelve of the objects (see the list in the Materials You Need Today section in the Home Instructor's Guide) on the student's desk or on a table. At least five of the objects should be magnetic. (Test them with a magnet beforehand to see which ones are magnetic.) The student guesses which ones are magnetic. Have the student print the names of the objects you gathered in the appropriate circles. Together, test the objects to see if he or she was correct.



The student answers the questions orally. Metal objects are attracted to magnets.

Explain that not all metal objects are magnetic. To be magnetic, they need to contain iron or steel. Only objects with iron or steel can be magnetic. Have the student retest some of the non-magnetic metals with a magnet to confirm this.

Were you surprised? Circle  **Yes** or  **No** .

Look at the objects that were attracted to your magnet. What are they all made of?

If you said metal, you were right! But are all the metal objects attracted to the magnet?

Circle  **Yes** or  **No** . Which ones aren't? Test them with your magnet to find out. What did you find out?

Do you think all metal objects are magnetic?

Circle  **Yes** or  **No** .

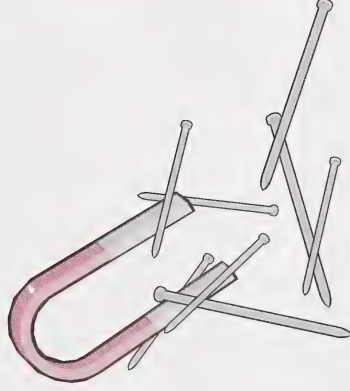
You're right if you said that not all metal objects are magnetic. A metal object has to have iron or steel in it to be magnetic.

Are **non-metallic objects**

magnetic?

Circle **Yes** or **No**. Test

some of the objects on your desk with a magnet to check.



Non-metallic objects are never magnetic.
Only metal objects are magnetic.

What kind of object is magnetic?

Explain to the student that *non-metallic* means the object has no metal in it. Have the student test all the non-metallic objects with a magnet.

Have the student answer the questions on the lines. Metal objects are magnetic.

Not all metallic objects are magnetic. Only those with iron or steel are magnetic.

Are all metal objects magnetic?

What must a metal object have in it to be magnetic?



Complete Day 9: Assignment 15 in your Assignment Booklet.

Did You Know?

The inside of the Earth is like a big magnet. Birds use the earth's magnetism to fly south in the winter. That is how they know where they are going.



Looking Back

Did you like doing the pantomime this morning? Why or why not?

What was the most fun thing you did today?

What was the most difficult thing you did today?

Is there something you would like to work on to make better? What is it?

Turn to Assignment Booklet 1A and complete Day 9: Learning Log. Have the student include his or her comments.

Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

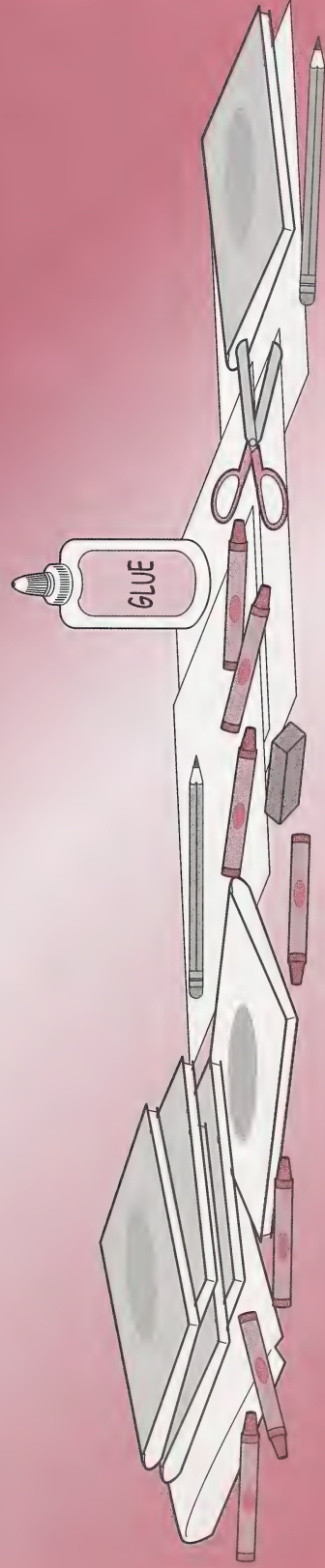
Choose something you did today to share with a friend or family member.

You are now ready to begin the second part of My World in Module 1B.



Appendix

Image Credits Cut-out Learning Aids



Title Page

EyeWire Collection/Getty Images

Welcome Page

Corel Corporation

Contents

EyeWire Collection/Getty Images

Page

1	compilation: PhotoDisc Collection/Getty Images
2	EyeWire Collection/Getty Images
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11	EyeWire Collection/Getty Images
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165	left: PhotoDisc Collection/Getty Images middle: EyeWire Collection/Getty Images right: PhotoDisc Collection/Getty Images
167	© 2002–2003 www.clipart.com
170	PhotoDisc Collection/Getty Images
176	© 2002–2003 www.clipart.com
186	top left: EyeWire Collection/Getty Images bottom left: PhotoDisc Collection/Getty Images middle: PhotoDisc Collection/Getty Images right: RubberBall Productions/Getty Images
189	© 2002–2003 www.clipart.com
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197	PhotoDisc Collection/Getty Images
221	PhotoDisc Collection/Getty Images
229	PhotoDisc Collection/Getty Images
233	Art Parts/Ron and Joe, Inc.
252	PhotoDisc Collection/Getty Images
254	Digital Vision/Getty Images

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



January

February

March

April

May

June

July

August

September

October

November

December

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Sunday

Monday

Tuesday

Thursday

Friday

Saturday

Wednesday

4	8	12	16
3	7	11	15
2	6	10	14
1	5	9	13

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19

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26

27

28

29

30

31

Today is

Tomorrow will be

Yesterday was

Today the weather is

sunny

cloudy

rainy

snowy

windy

Before Reading

Before you begin reading a story, do the following to help you:

- 1.** Read the title.
- 2.** Look at the pictures.
- 3.** Think about what the story may be about.
- 4.** Think about what may happen in the story.

After Reading

Ask these questions after you've read a story. They help you think about the story. Thinking about it will help you enjoy and understand what you just read.

1. What was the story about?
2. What was the main idea?
3. What else was important?
4. What did I learn?
5. What did I like or not like about it?

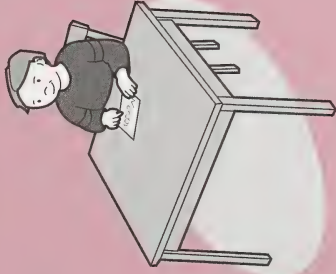
Writing Tips

Don't forget these important tips:

- Sit up straight.
- Slant the paper.
- Hold your pencil correctly.

Learning to Spell a Word

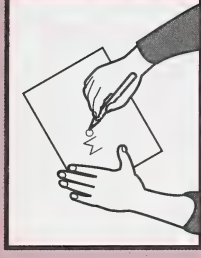
Look at the word.



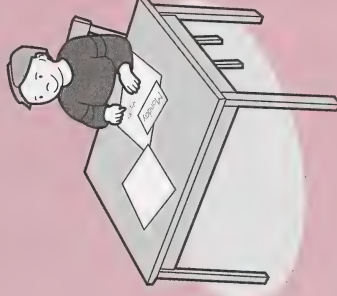
Say it out loud.



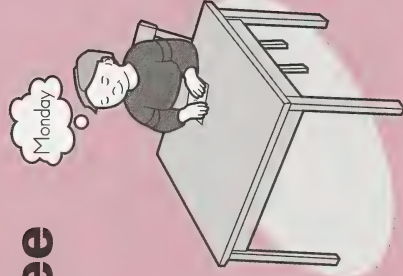
Write the word.



Check it.



Cover it up **and see** it in your mind.



Reading Strategies

To read a difficult word, try the following:

- 1.** Make a guess. Think of a word that would make sense.
- 2.** Look at the first and last letters of the word to see if your guess could be right.
- 3.** Skip the word and keep reading.
- 4.** Sound out the word.
- 5.** Think of another word that looks like it.
- 6.** Find other little words in it.

